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ABSTRACT

A recent study found that many students have dreams for the future, but many of them are on paths that do not lead to that future. Many institutions are already taking steps to close the gap between aspirations and reality, and some of the programs that are working to stack the odds in children's favor are profiled in this directory. Educational research indicates that visits to successful programs motivates visitors by allowing them to see how the process works and by showing them the power of possibility. This directory is intended as a resource that individuals or institutions can refer to when looking for ways to help students and to locate financial aid, counseling programs, and other information. The program descriptions are designed to provide sufficient information to pique interest and to encourage a site visit. The directory helps identify programs that may support readers' needs. It is organized around the focus of project activities. Exemplary sites fall into four domains: (1) Pathways in schools; (2) Pathways into Postsecondary Institutions; (3) Pathways into work; and (4) Pathways to families and communities. Sites are also grouped into geographical clusters. Further information on mini-grants, such as the school counselor project, is also provided. Appended is a partial list of organizations listed by state who supported this work and continue to engage in efforts to promote programs that enhance education and career options for young people. (RJM)

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ED 408 547

Stacking the Odds

High Hopes, Long Odds

Meeting the Challenge

A National Directory of Exemplary Programs

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About the Indiana Youth Institute

The Indiana Youth Institute (IYI), is an intermediary organization which promotes attentiveness to Indiana's young people and those who work on their behalf; encourages policies and programs that foster healthy development of youth; collaborates with state and national organizations to improve the lives of our state's young people and ensures that their voices are heard. IYI promotes the healthy development of youth by providing research, training and development, and advocacy services for adults who serve and influence the lives of youth.

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Stacking the Odds:
A National Directory of Exemplary Programs

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Introduction to *Stacking the Odds*

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Introduction

High Hopes, Long Odds

> *I'm overwhelmed by the immorality of what we're doing. I have a vision of my father on the boat and the man on the dock telling him, "You can't make it here. The dream is not for your kids." (High School Counselor)*

Stacking the Odds: A National Directory of Exemplary Programs (Directory) serves as a follow-up to the *High Hopes, Long Odds* study. *High Hopes, Long Odds* is a collaborative research project conducted by Dr. Gary Orfield and Dr. Faith Paul, disseminated by the Indiana Youth Institute, and funded by the Lilly Endowment. The three sets of collaborators shared certain centering convictions:

- All young people deserve a fair opportunity and caring guidance to see a bright future for themselves and to follow a pathway to that future.
- A primary function of education policy and practice is to promote young people's and their parents' aspirations for the future.
- Young people and parents need information that helps them match their aspirations with what is possible in the state and national economy.
- Families, schools, communities, and policymakers share responsibility for ensuring fair opportunity and providing guidance to young people.

High Hopes, Long Odds documented that children and their families have powerful dreams for their futures. The issue, as the report made clear, was *not* low aspirations:

> *Supposedly knowledgeable people have argued for years that teenagers (particularly low-income youth and young people of color) have low educational and vocational aspirations — if they think about their future at all. The way to motivate them is to get them to raise their aspirations.*
>
> *But this view does not match most Indiana teenagers' and their parents' views. Most Hoosier teenagers — male and female, white, African-American, Hispanic, rich and poor, urban and rural — have extremely high aspirations. And their parents share these high aspirations.*

The issue identified by the study was not a shortage of dreams but rather the long odds faced to make those dreams a reality — the challenges to creating and living a future of one's own choosing. For instance, three in four high school seniors think the chances are high they will go to college; yet, even among students in college preparatory programs, only 57% have taken the courses required by all schools and campuses — and the numbers in the general and vocational programs shrink to 19% and 14%, respectively. The students do have dreams for the future, but many are on paths that do not lead there. Worse, many students are on paths to the past — a past that no longer exists. For instance, while vocational, technical and service jobs still exist, they increasingly require not just a high school degree but also some form of postsecondary education. The old either/or of college or a job is no more. As the report elucidates:

> *While not all Hoosier students may want to go to college after high school, an ever-increasing number of vocational/technical jobs and other service positions call for the mathematical, communication*

> *and thinking skills that are taught as part of the college-preparatory program. . . . The same academic classes that prepare students for higher education also prepare them for places in the vocational/technical and service sectors of the economy. In addition, the college-prep programs let them delay firm decisions about their future without eliminating any possibilities.*

In other words, what matters is not what postsecondary option(s) a student pursues, but that they have options and that those options are paths to their chosen futures.

> *The important point is that students have the option to choose and that these should be informed choices made by the students and their families. . . . We would like to see students leave high school academically ready to take the next step toward the future — whether that future is postsecondary schooling, the job market, farming, the military, or homemaking. As these students consider all the paths available to them, the question should never be "What opportunities are left for me?" The question should be "What opportunities are best for me?"*

If the issue is not the dream but the power to pursue a future of one's own shaping, then what students and their families need to traverse the terrain between where they are now and what they want to become is guidance.

> *They need information and support to take steps right now . . . to ensure opportunities to meet their expectations tomorrow. . . . The challenge is to show the state's young people how to go about making their hopes and dreams come true and to make sure conditions exist in schools and communities to give them a chance.*

The study, however, did not stop there. It went on to ask students, parents, and school counselors what was getting in the way of moving from today to the dream and what kind of information and support would help students move into a future of their own choosing. The study identified six crucial decision points, or crossroads, requiring information and support.

1. choosing a program of studies for high school
2. developing a plan for selecting and taking courses
3. setting education and career goals
4. identifying and applying to postsecondary institutions
5. finding and applying for financial aid
6. understanding the job market and the world of work.

At each crossroads, erroneous assumptions, information gaps and insufficient communication set up barriers and constraints. For instance, schools distribute information about school programs and postsecondary opportunities and assume students read the information and share it with their families — not necessarily the case. School people assume that parents who do not visit schools are not interested in academic matters — not necessarily the case. School personnel assume certain duties — such as completing financial aid and job applications — are family responsibilities, while parents assume those are school responsibilities. Parents lack knowledge about schools and school programs. School personnel lack knowledge about the job market and the world of work. Potential employers rarely communicate with schools or with the students who are their prospective employees.

High Hopes, Long Odds concluded with a listing of 14 "Essentials of Opportunity," a research-driven set of recommendations that the authors of the report believe, if implemented, would significantly reduce the odds against moving from today into a future of one's own choosing.

- Schools will fulfill the following seven fundamental responsibilities:
  1. relevant academic programs
  2. honest and fair advice
  3. accessible gatekeeping courses
  4. educational and career planning
  5. expertise in selecting postsecondary campuses
  6. labor-market assistance
  7. adequate information and help.
- Students and families will meet with counselors when children enter middle school to discuss opportunities in the job market and requirements of postsecondary education.
- Parent/school conferences will be held yearly from middle school on to shape and modify academic and career plans.
- Counselors will be equipped with up-to-date information about jobs, wages, and job qualifications, and about postsecondary education to share with families.
- Counselors will be relieved of clerical duties and given a manageable number of students to advise on educational, career, and developmental issues.
- Students will be informed of the opportunities and limits imposed by certain choices on their career aspirations.
- Parents will ensure that students' work schedules will not interfere with studies.
- Employers will not tempt students with full-time jobs during the school year.
- Vocational programs will preserve eligibility for postsecondary education.
- Members of the business community will visit schools to explain the reality of the job market and make employment contacts.
- Girls will be encouraged to explore academic classes and career options that many have avoided in the past.
- Families will be informed about the availability of financial aid.
- Community members will help families complete financial aid forms.
- State legislators will keep college costs affordable and will provide financial aid to students who need assistance.

A recent follow-up study of the seniors surveyed two years later adds power to the recommendations that concluded the report. In this yet-to-be-published survey, two-thirds of the graduating seniors were full-time students in postsecondary institutions, one-quarter were working, and a smattering were full-time homemakers or had entered the military. Despite the odds, a vast majority of them were indeed carving out paths to their chosen futures. The meaning of this update on the lives of young adults is that their dreams are serious. To laugh at them as preposterous or consider them unrealistic and immature flies in the face of the documented efforts they make to move ahead. The follow-up survey highlights our collective responsibility to lessen the erosion of the inalienable constitutional and human right to pursue a future of one's own shaping.

Function of the *Directory*

Many educators, parents and other concerned citizens read *High Hopes, Long Odds* with interest and concern. Struck by the moral imperative to do something about the issues raised by the study, they asked what they could do and where they could go to see individuals and institutions who were already taking steps to reduce the gap between aspirations and reality. In response to the latter, Lilly Endowment signed a contract with the Indiana Youth Institute to produce a *Directory* of places to visit which have changed what they do to stack the odds in favor of children. This *Directory* is the product of that work. Its purpose is to provide a set of visitation sites and resources to motivate and educate those who wish to change.

Educational research and the experience of those working in educational change indicate that when those with a commitment to change visit other sites which are one or two years and a couple of changes ahead of them, they are educated by seeing the process elsewhere and motivated by the power of possibility. The *Directory* is meant as a resource. Individuals or institutions that commit to changing in a particular direction can go to the "yellow pages" for a listing of locations doing something in that area. For instance, a school may decide to find ways to help students locate and access financial aid. Counselors could go to this *Directory* and find a mini-description of the project and its context and a person to contact. The descriptions are designed to provide sufficient information to pique the power of the possible and to allow users to match a project and a context with their strengths, interests, and needs.

How to Use the *Directory* for Site Visits

The purpose of the *Directory* is to help you identify programs that may support the work you are doing and may wish to do with young people. The descriptions are designed to encourage you to visit the sites and further explore the programs. Space constraints prevent us from providing more than a mere glimpse of the excellent work being done by these sites.

The sites that are included in the *Directory* have all agreed to accept phone inquiries and visitations. They are, however, receiving NO resources to support your work. Every effort should be made to consider this when talking with and visiting the sites.

Read through the site descriptions to identify those that may support your own goals. You may want to focus on a particular domain, location or organizational structure. We selected sites that link schools, families and communities — some to a greater degree than others. Some are new sites; others have a history. All are intent on improving the educational and career options for young people.

Prior to a visit we suggest that you call and set up an appropriate time to review information in a telephone conversation. This will help you determine if a visit would be useful. Many of these sites also have information packets available, often for the cost of a mailing envelop. Prior to a call or visit, obtain the information materials. Create a list of the questions you want answered during your conversation. You might want to FAX (or e-mail) your questions before your call.

First Steps

- Call the contact person listed on the site description.
- Introduce yourself.
- Indicate that you are calling because of the program description in the *Directory*.
- State that you wish to obtain information that will help you change, adapt, create or enhance your own program.

Questions to ask prior to a site visit:

- When is the best time to visit your site in order to see the program in action?
- How large a group can you handle for a site visitation?
- What are the logistics required for a visitation?

Suggested questions to consider asking:

- What information/resources make the program successful?
- What are the key constraints to the program, and how did you overcome them?

- What are the key supports to the program, and how did you maximize them?
- How have you used evaluation data to support your program?
- If you could start over again, what would you do differently?
- What is the most important piece of advice you would give to someone first starting?

Site Selection

Possible visitation sites were solicited from funders and educators. Research was thoroughly revised, and exemplary programs addressing the issues raised in *High Hopes, Long Odds* were disseminated. In order to be included as a possible visitation site, three different sources had to agree that the suggested site would provide visitors the opportunity to observe, in action, key elements of reducing the gap between aspirations and achievement. Two other criteria were used to select possible visitation sites:

- Students and their families must have a significant voice in the programs and in each of the ongoing decisions the programs are designed to enhance.
- Sites must be partnerships of parity — meaning responsibilities, costs, and decision-making are shared among all parties. In addition, "partnerships of parity" means that defensively casting blame on others is kept to a minimum.

Once initially identified, individuals from the *Directory* team visited each site to determine if the sites were: (a) actually doing anything, and (b) a good place to visit. The purpose of the visitation was not full-blown "research" into how programs worked with what effects upon whom, but rather to determine if the reputation of the site matched the reality. The visits were like watching several basketball games to see if Michael Jordan was a good ball player — not to understand why he is good, how he became good, or what another individual would need to do to become as good.

The sites finally included in the *Directory* are actually doing "stuff" that addresses issues raised in *High Hopes, Long Odds*. They are all excellent programs. Their inclusion, however, does not indicate that they have won a "Best of the Best" award. Nor does a site's exclusion indicate it is not "as good" as an included site. Inclusion in the *Directory* only assures that visitors to this site will be able to observe, in action, key elements of reducing the gap between aspirations and achievement. Sites listed receive no financial reward for inclusion, nor any assistance for their willingness to work with visitors. Included sites are volunteering their time and expertise to visitors because they believe in children and they believe what they are doing is helping children. Please keep this in mind when contacting and visiting them.

How The *Directory* Is Organized

The original design called for the *Directory* to be organized around the six crossroads, or decision points, identified by the *High Hopes, Long Odds* study. Once exemplary sites were identified and visited, however, the team discovered that the work of sites did not match the crossroads. Thus, we have organized the *Directory* around the "focus" of the project activities. Exemplary sites fall into four domains:

- Pathways in Schools (clustering three crossroads: choosing a program of studies for high school; developing a plan for selecting and taking courses; and setting education and career goals).
- Pathways into Postsecondary Institutions (clustering two crossroads: identifying and applying to postsecondary institutions and finding and applying for financial aid).
- Pathways into Work (understanding the job market and the world of work).
- Pathways to Families and Communities.

The latter category arose from the work of the sites. While family and community engagement was one of the original criteria for site selection, we found that many exemplary projects, over time, had evolved into making work with families and communities a major focus of the efforts. The projects included in this category found that when schools, social institutions, and businesses did not build linkages to develop families and communities, the benefits of their efforts in other areas were limited.

While the *Directory* is organized around the above domains, sites were also selected in geographic clusters. The presence of several sites in the same general vicinity may help stretch limited travel dollars. Sites are listed by geographic cluster on page 11.

We hope the *Directory* will prove useful in your efforts to make a difference in the lives of children and their families. Ultimately, any value of the *Directory* is not in the pages of this book, but in the hearts, heads, and labors of those who believe that the dream is for everyone's children.

National Site Descriptions

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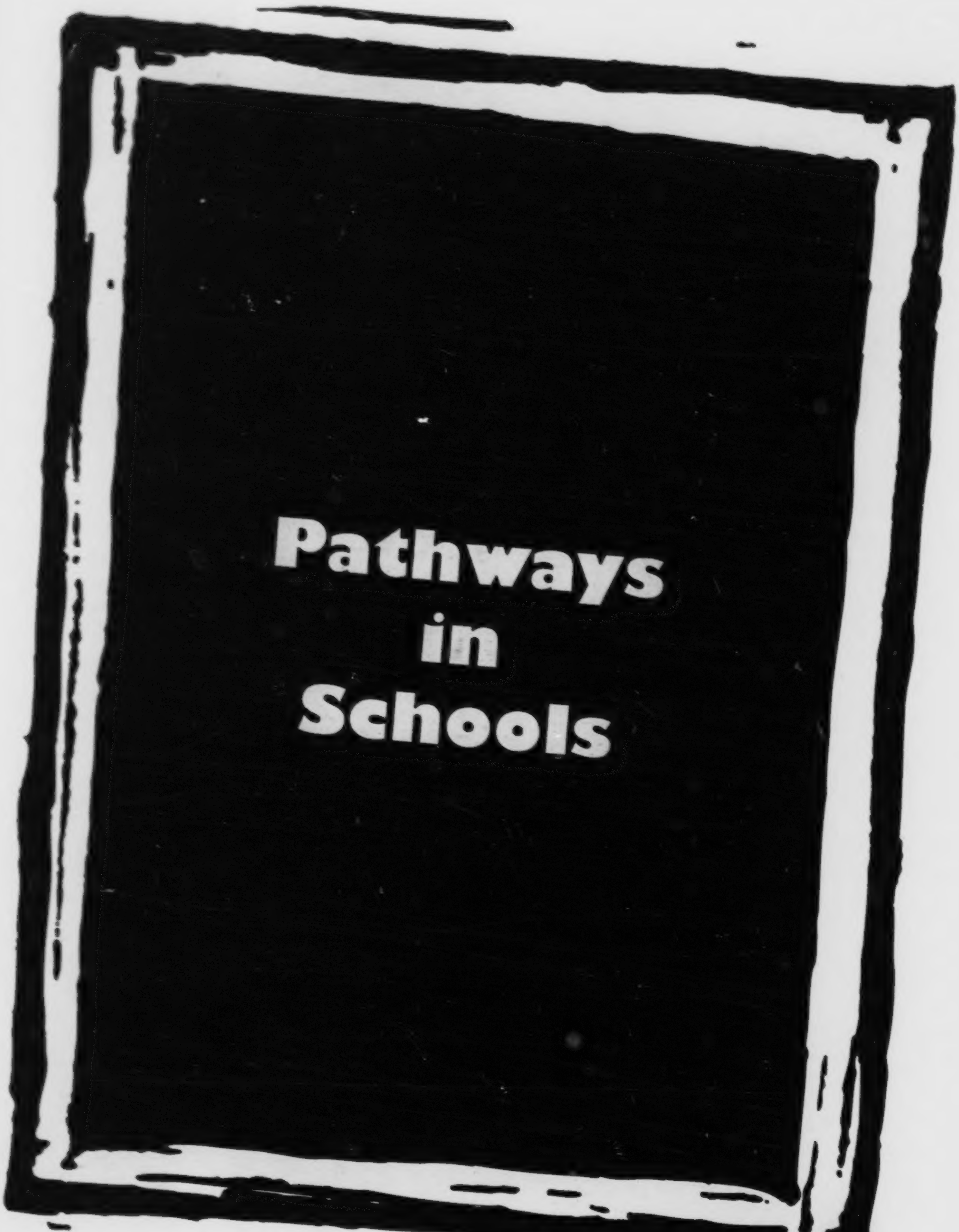
United States Region	Page Number	Domains			
		Pathways in Schools	Pathways into Postsecondary Institutions	Pathways into Work	Pathways to Families & Communities
New York City					
Options	54		X		
The Valley: A Comprehensive Youth Agency	44	X			
Northeast/Boston/Maine					
Career Beginnings, Worcester, MA	66			X	
Fenway Middle College High School, Charleston, MA	69			X	
Upward Bound at Bowdoin College, Brunswick, ME	57		X		
Middle Atlantic					
An Achievable Dream, Newport News, VA	86				X
Canton Middle School, Baltimore, MD	89				X
I Care Program, Dr. Bernard Harris Elem. School, Baltimore, MD	98				X
The Governor's School, Richmond, VA	40	X			
YouthBuild Sandtown Project, Baltimore, MD	81			X	
Indiana					
Destination: Education IUK, Kokomo	21	X			
Educational Talent Search, University of Notre Dame, Notre Dame	52		X		
Get A Life, Elkhart Central High School, Elkhart	28	X			
Northridge High School, Middlebury	34	X			
Now For The Future, Planned Parenthood, Indianapolis	101				X
Parent Empowerment Project, Sarah Scott Middle School, Terre Haute	104				X
Pursuits Program — Fort Wayne Community Schools, Fort Wayne	37	X			
Indian Creek High School, Trafalgar	31	X			
Other Midwest					
$E=MC^2$, Detroit, MI	95				X
Job Shadowing Program, Louisville, KY	72			X	
Village to Child, Ohio Dominican College, Columbus, OH	107				X
Southern California					
AVID, San Diego	15	X			
California Partnership Academies — Pasadena Unified School District	62			X	
Crawford Community Connection, San Diego	92				X
Northern California					
Asian-American Communities for Education, JCYC, San Francisco	48		X		
East Bay Consortium, Merritt College, Oakland	24	X			
New Way Workers & Mayor's Youth Employment & Education Program, San Francisco	75			X	
South Carolina					
Alliance for Achievement, Johns Island	18	X			
PACE, Pendleton	78			X	



Pathways in Schools

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Introduction

Pathways in School

In Indiana and across the country, children and young adults are dreaming of their futures. Parents harbor dreams for their children. In schools, these children and young adults make decisions and engage in actions that may or may not put them and keep them on a path leading to their dreams. The *High Hopes, Long Odds* study left no doubt that careful and supported decisions about what a student does in school make a huge difference when the student departs from school.

> *Does a blueprint of specific classes, carefully plotted and followed over a four-year span, boost students' opportunities after graduation? Our replay is an emphatic* yes.

What kind of blueprint should students and their families think about? Again, *High Hopes, Long Odds* waxed emphatic:

> *We found that certain factors — gender, ethnicity and location — have little bearing on student preparation. The factor that most clearly influences academic readiness is the high-school program that students follow. Simply put: College-prep students are better prepared to meet their goals than are general-studies and vocational students. Preparation translates into opportunities. The better the preparation, the more abundant the opportunities.*

Were they saying there was no life without college? Not at all. They were saying that some form of postsecondary education is becoming increasingly a prerequisite for any career. They were saying that many more students than we traditionally assume can succeed in college preparatory courses. They were saying that not taking a college preparatory program of studies significantly decreases the life options after high school.

> *Many persons now know that more students are capable of earning college degrees than previously thought possible.*
>
> *They also know the current high-school diploma has lost much of its economic clout, and most well-paying jobs call for some kind of postsecondary education. Unfortunately, the decades-old practice of sorting youth into different high-school programs has continued, and the sorting system has failed to respond to the current needs of the Hoosier job market or the high hopes of the states youth.*
>
> *All high-school students need a high-school program that will keep the options open for them while they consider the academic and career decisions that will affect the rest of their lives.*

In addition, even for those with few dreams requiring little if any postsecondary education, the study found that the general and vocational programs in which these dreamers were enrolled basically led nowhere.

> *The paths that lead out of secondary vocational education don't lead into postsecondary vocational education or to specific jobs. . . . Our study of high-school programs indicates that some current academic paths are little more than dead-end streets for youth. They don't go anywhere — not to college and not to jobs.*

Pathways in Schools

What do children, young adults, and their families need in school-based programs to keep their options open? The study highlighted two issues. The first was careful planning.

> *Before eighth-graders select their high-school programs, they should be told where each program leads — and where it doesn't lead. Before they build their class schedules, they should be told exactly what opportunities they preserve by taking certain courses and what options they forfeit by bypassing those courses. When it comes to choosing paths and following them, youth should encounter no avoidable obstacles. And whatever their path — whether academic or vocational — they ought to have high-quality, pertinent preparation for it.*

Careful planning, the study found, could only gain access to one's chosen path. Students and their parents said the second key barrier they needed to overcome in order to succeed on that path was a lack of study skills.

> *The most common personal obstacle that 12th-graders cite is their failure to have learned how to study. . . . Parents share their children's concerns about study habits. More than half of parents surveyed fear that the lack of these skills will be an obstacle to their teens' education goals.*

Each of the sites in this domain, in different ways and in different contexts, address these two recommendations of the study.

AVID

(Advancement Via Individual Determination)

Contact Person:
Mary Catherine Swanson, AVID Director

Address:
San Diego County Office of Education
6401 Linda Vista Road, Suite [illegible]
San Diego, CA 92111-7399

Phone: [illegible]
Fax: [illegible]
E-mail: [illegible]

Demographic Information

The AVID program is currently being used in 261 high schools, 144 middle schools, and 10 alternative schools in six states. It is also being used in over 50 schools in 10 foreign countries connected with the Department of Defense Schools. AVID students are those most often underserved in traditional high schools — low income, or ethnically or linguistically diverse students tracked in general courses with no set goals for any form of education following high school. Latino students constitute 58% of AVID students, followed by 16% African-American, 13% Southeast Asian-American, 12% European-American, and 1% Native American. Some 40% of the students qualify for public assistance programs, and 21% of the students hold jobs outside of school. Three-quarters of the student's would be first generation college goers, and over 37% of the students are in ESL (English as a Second Language) classes.

Program Description

AVID comes from the Latin root *avidus*, meaning "eager for knowledge." The acronym AVID stands for Advancement Via Individual Determination, a college preparatory program for those most under-represented in postsecondary education — underachieving, ethnically diverse, and low-income students.

AVID restructures schools to meet the educational and social needs of students. The program eliminates low level tracking, and students enroll in college preparatory classes. The program provides students the academic, relational, and informational support needed to succeed in an academically rigorous course of study — using University of California entrance requirements as a guideline. One of the supports is a regularly scheduled elective course where tutors from local colleges and universities (often former AVID students) work with small groups of

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students to support their growth and development. Teachers instruct students in college entry-level writing and math skills, note taking, study skills, test taking, time management, college entrance exam preparation, effective textbook reading, and library research skills. Students learn the skills to become their own advocates. After-school tutoring is also made available. Summer "reunions" bring old and new students together; field trips and cultural events transport students and their families to local businesses and four-year colleges.

AVID provides comprehensive staff development designed to help school personnel set high expectations for themselves and for their students. Summer institutes and monthly follow-up workshops integrate implementation of state curriculum frameworks, study and academic skills, test preparation, performance assessment, and collegial networking. The development opportunities recast school personnel as advocates for students working together with the home and community to create a cohesive learning environment for students.

AVID costs a district about $1.00 per-day per-student in the program. The program requires no extra teachers, new equipment or facilities. Class loads remain the same.

Program Rationale

The mission of AVID is to insure that all students — especially underachieving students — become a part of the mainstream activities of a school, be successful in rigorous curriculum, increase their enrollment in four-year colleges, and become educated and responsible participants and leaders in a democratic society.

The journey to program development began a decade and a half ago at Clairemont High School in the San Diego Unified School District. The school lost the more affluent half of its student body to a newly built high school. Simultaneously, the district transferred 500 ethnic minority and low income students to the site in response to court ordered integration. As a result, after 25 years of sending 80% of their students to college, a whole new world faced the predominately Anglo teaching force. Many teachers responded by leaving, and many who remained were angry and frightened about what they felt the district had done to their school. Some teachers, however, assumed responsibility for the education of their students and designed the AVID Program.

Organizations and Roles Involved

AVID is a school-based program with teachers and tutors doing the bulk of the work. Local colleges and universities provide tutors, and business and industry provides career talks and field trip opportunities.

Engagement of Students and Families

Students and their families must commit to wanting postsecondary education. Parents and students sign a contract to remain in the program for one complete academic year (though urged to remain for three or more years). Teachers contact parents with quarterly letters, regular telephone calls, and monthly workshops. Through the workshops, parents learn to be supporters and advocates for their children. The program also requires each site to have a Parent Advisory Board.

Program Impact

A 1995 California State Department of Education evaluation showed that 93% of AVID students spending three or more years in the program enter college, and 61% graduate. These rates are 33% above the national average for all students. AVID students, with a cluster of factors in their lives that make them statistically least likely to attend college, enrolled more often in four year colleges than did students from higher socioeconomic circumstances and without those factors.

Essential Change Themes

Key to the program and its success is the director and founder, Mary Catherine Swanson. Chair of the English Department at Clairemont

High in 1980, rather than throwing up her hands in despair, she viewed the situation as a "time ripe for change." By 1982 she had strung together a series of contacts and small grants to bring together secondary and college teachers to articulate the program. Within two years, over 17 high schools in San Diego County were participating.

Over time, a key support for the growth of the program has been its development of a research base on its effects for students. Data from the program guides policy, builds local support for its efforts, and gains access to external funding sources. For instance, AVID research documenting its success and the program features supporting that success[1] played a significant role in receiving a Dana Foundation Grant to develop national demonstration schools.

A second theme is that teacher buy-in is a primary key to program success. Schools starting programs by "volunteering" teachers to participate faced a rocky road. On the other hand, schools starting programs with small groups of respected and academically oriented teachers dedicated to the concept of student advocacy experienced greater, and less painful, success. As students succeed, greater numbers of teachers become "believers," which in turn brings greater success.

Like all programs, however, AVID overcame many roadblocks. Tutors are key to the success of AVID, yet they presented one of the largest challenges. Teachers did not know how to use them effectively, and students often became dependent upon tutors. It quickly became apparent that staff development had to include developing the knowledge, skills, and dispositions needed to use tutors effectively in support of student learning. Likewise, tutors needed training if they were to enable students to build the individual determination and self-dependence needed for success.

If You Visit, Do Not Miss . . .

. . . a visit with Mary Catherine Swanson.

. . . a chance to attend a summer Institute or a monthly teacher workshop.

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[1] Some of those research findings include: (a) students succeed more when they feel they are part of a team and when parents and teachers have high expectations for them, (b) heterogeneously grouped classes stimulate learning, (c) tutors can and do act as role models, (d) collaborative programs that bring teachers out of isolation are successful, and (e) site-based leadership can and does work.

Alliance for Achievement

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Demographic Information

The Alliance for Achievement is a community-based program located on Johns Island, a rural sea island outside Charleston, South Carolina. While most of the island's population is at or below the poverty level, the nearby islands of Kiawah, Seabrook, and Edisto all are home to wealthy resort areas. The program is housed at Haut Gap Middle School (grades six through eight). Haut Gap has approximately 400 students — 75% African-American, 15% European-American, and 10% Latino. The Latino students tend to be transient as many of their families work as migrant farm laborers.

Program Description

The organizers of this project began with the question, "What can we do to improve the labor force in this community?" Their answer was to explore ways to raise academic success and foster personal career goals. Their approach has been to develop a program linking middle school students to a high school, a technical college, and to the community with a focus on math and science careers. The Alliance for Achievement program includes the following features:

- career fairs for middle and high school students as well as their parents (co-sponsored by Trident Technical College)
- a special math/science careers summer program called MAST (Math and Science Technology) also co-sponsored by Trident Technical College
- Save Our Schools (SOS), a parent involvement program
- career field trips which bring the community and the school together in a meaningful fashion for middle school students.

At Haut Gap Middle School, hands-on activities in math and science emphasizing pre-algebra,

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geometry, and logical thinking move students smoothly into the higher echelons of mathematics. Math Family Nights encourage families to become involved with their children's mathematical knowledge building. Special exploration classes expose all students to career awareness activities. Parents serve as career advisors in these classes. Over 150 parents have donated time to the school. Their efforts cement the perception of community care about students and their accomplishments. Summer field trips to local hospitals, industries, and Trident Technical College engage 30 middle school students each summer. After-school tutoring in math and science is available at both the middle and high school level. At the high school, students receive Trident Tech college credit for courses taken in the Access to Equity Program.

Program Rationale

The purpose of the Alliance for Achievement is to help students identify their dreams for their futures and to develop and act out an understanding of the value of academic achievement in attaining their dreams. At the beginning of the project, local students, living in an isolated and economically impoverished area, had a limited view of dreams for their future. The project proposes to broaden that view through improved academic achievement and direct contact with the local technical college.

Organizations and Roles Involved

The Dewitt Wallace Readers Digest Fund, The Pew Charitable Trusts, and Bell South Foundation fund the Alliance for Achievement. MDC, a private nonprofit corporation created in 1967 to develop economic and workforce development policies and programs, are the developers and administrators of the Alliance for Achievement. The local collaboration involves three educational institutions — Haut Gap Middle School, St. John's High School, and Trident Technical College. These educational institutions reached out and formed collaborative partnerships with several other important community institutions. Charter Hospital provides parent skills workshops, use of its Ropes course, and (most important in any school change effort) stress management workshops for teachers. Our Lady of Mercy Outreach also supports the program and has members on the Advisory Council. The Charleston County School District oversees the financial aspects of the grant. Students and their families (see below), however, may play the major role.

Engagement of Students and Families

The over 150 family members who donate their time as career advisors and other volunteer roles support the program logistically (getting the work done) and perceptually (making community care concrete in the eyes and lives of students).

Programming for parents includes general parenting skills, specific math and science skills presented at Family Nights, and career awareness skills. Parents become involved in student goal setting and achievement and become aware of the college opportunities available for their children.

Special activities highlight grandparents and the skills and support they can provide for students.

Program Impact

Initial impact data indicate success in increasing academic success for students, particularly in placing all students in higher level math and science courses in high school. The program has increased awareness of career options and the role of education in those options as well. In addition, educators report that parents show more support of students and of school programs.

Essential Change Themes

De-tracking, especially in the areas of math and science, is one of the project's major change efforts and, here, the support of the district office has been critical. Raising awareness of career opportunities is a second major change effort and, here, Trident Technical College, local businesses, and local hospitals have been crucial. The collaboration of parents and community also supports the setting and achieving of student career goals.

Low expectations for student success constrained the project in its early stages. Professional development opportunities enabled teachers to expand their own awareness, to demand more of their students, and to facilitate student learning through hands-on, minds-on active learning activities. In this way, the project transformed an initial constraint into a strength. Observations of programs in other schools implementing career-awareness activities for teachers and other key adult participants also supported this transformation.

Related Domains

Developing a plan for selecting and taking high-school courses — The program emphasizes academic preparation to access postsecondary education. Teachers and professional school counselors assist parents and students in choosing appropriate courses and in preparing for success in those courses.

Engaging families and communities — The community engages in the work of the project both as a giver of information about various careers and as the receiver of student projects. The program's activities encourage students to "give back to their community" — an idea that makes sense to students as they perceive how much the community is giving to them.

If You Visit, Do Not Miss . . .

. . . Haut Gap's career guidance program.

. . . the playing out of the program's self-esteem goals through multicultural dance groups offered during the lunch period.

. . . the media center focusing on involving students in research and technology.

. . . the computer lab that allows students to work on skills as well as enhance career interests.

. . . the summer MAST Program placing middle school students in a high school environment and allowing them to explore community opportunities while enhancing math and science skills.

Destination: Education IUK

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Demographic Information

Located approximately 45 miles north of Indianapolis, Indiana University Kokomo serves Howard County and the surrounding environs. Kokomo, the county seat, is predominantly a factory town built around the needs of the auto industry. The area surrounding the town is agricultural in nature. According to the 1990 census, only one of three Howard County adults 25 years or older completed high school. Of the over 100 currently active students, approximately 50% are European-Americans, and 50% are students of color. The gender split is also approximately equal. Over half of the participants come from single parent homes and nearly three-quarters qualify for the free or reduced school lunch program.

Program Description

DESTINATION: EDUCATION IUK offers sustained, long-term support and guidance for children who have high academic potential for success but who are challenged by economic, social, or personal obstacles. The program works with students beginning at the end of their 7th-grade year and continues with them through college matriculation. It includes an intensive "Discovery Week" on the IUK campus each summer involving mini-courses taught by a mix of IUK faculty and local school teachers. Discovery Week provides a rich diversity of hands-on, minds-on learning experiences in science, math, creative writing, drama, and careers. Field trips to nearby points of interest blend with on-campus educational experiences. Because of the busier lives, the project spreads Discovery Week activities throughout the summer for 10th- through 12th-graders.

Monthly educational, social, or cultural activities during the academic year follow Discovery Week. A student is paired with an adult mentor who is responsible for weekly contact with the student mentee, participation in structured monthly activities, and, if possible, one unstructured activity per month that involves the student in the mentor's life (i.e., taking him or her to the office). IUK provides each student a $2,000 scholarship that can be used for tuition at IUK or for "bridge to college" classes at IUK should the student decide to attend another college or university.

Young people receive recognition, scholarships, career and academic information, tutoring, college exposure, and financial aid workshops through the program. In addition, they experience sustained contact with positive adult mentors as well as social and cultural opportunities.

Program Rationale

DESTINATION: EDUCATION IUK believes that multiple risk adolescents need substantial support, guidance, and encouragement to negotiate successfully the path to higher education. The program provides a support team of parents, tutors, mentors, parent surrogates, and volunteers. The support team offers sustained educational, career, and personal guidance as adolescents progress from junior high through high school and ultimately enter postsecondary institutions.

Organizations and Roles Involved

Although Indiana University Kokomo plays the primary program role, it is a community effort. A group consisting of the Kokomo Center Township school personnel and board members, parents, local industry representatives, and IUK faculty and staff planned the initial efforts. Local high school teachers and university faculty work with the program director to develop Discovery Week curriculum. Volunteer mentors are recruited from among high school seniors who are paired with eigth-graders. College students, IUK faculty and staff, and adults in the community serve as volunteers with students following their eighth-grade year.

Middle school teachers and community organizations nominate seventh-grade students for the program. Teachers and counselors at both the middle and senior high level provide grade and attendance reports to the program. In addition, they monitor student placement in college track courses and work with program administrators to identify and resolve potential problems students might encounter. Scholarship donors include bank presidents, teachers, union officers, and Delco Electronic Corp. employees. Civic groups such as the Kiwanis and Lion's Clubs have adopted the program and also offer scholarship support. The Kokomo Tribune runs a full page ad each year identifying scholarship winners. In addition, other local businesses provide in-kind donations to the program.

Engagement of Students and Families

Program staff conduct home visitations for orientation purposes. At that time, parents and students sign contracts of responsibility. Though the program offers few structured activities for parents, it does invite parents to such activities as the workshops on financial aid and goal setting. Each year the program offers an ethnic food pitch-in dinner on campus. In addition, a group of parent representatives meets monthly.

Program Impact

Now in its fifth year, DESTINATION: EDUCATION IUK is showing early promise. Students are staying in school and participating enthusiastically in school activities. As students receive tutoring and gain skills, their self-confidence and esteem rise. Knowing that they will have college options, most students are enrolling and succeeding in required college prep courses. Parents note the program's impact on their children and, above and beyond, on siblings, relatives, and friends.

Essential Change Themes

Politically savvy support from higher levels of administration proved instrumental in the success of DESTINATION: EDUCATION IUK. A change in university leadership, marked by a Vice-Chancellor for External Relations who was a former high school teacher and mayor, offered welcome support for university engagement in increasing the college-going rate among area youth. The then new Vice-Chancellor envisioned the program concept and quickly enlisted the aid of the planning group to develop structures and processes to make the program a reality.

IUK's public commitment to area youth challenged the rest of the Kokomo community to focus on this challenge. By leading the planning, implementation, and funding of the project, IUK reinforced the importance of education not just among young people, their parents, and the schools, but also the broader community. When the college then proved their willingness to form genuine partnerships with other community institutions, the program worked.

Finally, Kokomo's large middle-class community and the presence of Delco Electronic Corp. offered sources of viable support for the program. The community generates scholarship donations and volunteers, and Delco Electronic Corp. serves as a local industry leader in garnering support for worthwhile projects.

Related Domains

Understanding the job market and the world of work — The VISION Teacher Enhancement Program partners business and industry with Kokomo schools and IUK to enhance teaching and learning in the areas of math and science. The program incorporates real world state-of-the-art technology in classroom instruction. The Partners in Alliance for Instructional Research (PAIRS) is a related grants program pairing K-12 personnel with university personnel on projects of mutual interest.

If You Visit, Do Not Miss . . .

. . . Discovery Week on the IUK campus.

. . . student and mentor interactions that occur throughout the year.

East Bay Consortium

The Pre-Collegiate Academy

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Demographic Information

Oakland, California, is surrounded by other publicized neighbors — San Francisco, Berkeley, and the "Silicon Valley." Yet, according to the 1990 census, Oakland is home to a cosmopolitan polyglot (if predominantly "minority") population of 372,242. The 50,000 plus students of the Oakland Unified School District are more heavily minority (92.7%) than the general city population (73.2%). Approximately 27% of the district's students possess limited proficiency in English, and approximately 25% of the district's students do not graduate from high school.

The East Bay Consortium, established in 1978, brings together 19 public and independent educational institutions in a collaborative 501(c)(3) nonprofit agency. The program, which serves secondary schools in Oakland, Berkeley, and Richmond, includes:

- Oakland and Richmond Unified School Districts
- Albany, Berkeley, Bishop O'Dowd, Holy Names, St. Elizabeth's and St. Mary's High Schools
- Alameda, Contra Costa, Holy Names, Laney, Merritt, Samuel Merritt, Vista, Mills, and St. Mary's colleges
- California State University, Hayward and the University of California, Berkeley.

In 1991, the East Bay Consortium joined with the Oakland Public Schools and Merritt College to establish a Pre-Collegiate Academy (PCA). The PCA, using Eisenhower grants, enhances science and mathematics education for African-American and Latino students through working with secondary math and science teachers.

Program Description

From its inception, the program's goals have been to increase the numbers and proportion of

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students from economically disadvantaged or under-represented minority backgrounds who:

- qualify for admission to institutions of higher education
- actually apply, are accepted, and choose to attend institutions of higher education
- persist and succeed in postsecondary studies.

Students and their parents commit to a program that includes intensive summer sessions with year-round support activities such as field trips, computer access, tutoring, and parent-student activities. The program recruits eighth-grade African-American and Latino students who have a 2.4 or higher GPA and who have no serious behavior or absentee record in junior high and middle school. To continue in the program, students must maintain a 2.4 or higher GPA, continue to have no serious behavior or absentee problems, and participate in designated PCA activities.

All students attend a four-week intensive summer session held each July. The program focuses on math instruction using manipulatives, cooperative learning, applied math, hands-on computer time, writing exercises, collaborative projects, and team-building activities. Teachers in the summer program enroll in the Pre-Collegiate Academy Teacher Institute. Junior and senior high school teachers attend a one-week training session for curriculum development. During the four-week summer session itself, teachers work with students in the morning and spend afternoons in team planning, peer coaching, and curriculum development.

During the academic year, students participate in a variety of activities to encourage their use of concepts and skills learned in the summer academy and to maintain the sense of community and support built in the summer session. Student services include tutoring, family math, family science, family astronomy, college advising, SAT preparation, and parent meetings. PCA teachers continue to receive professional development, engage in peer coaching, as well as attend teacher meetings and teacher-led workshops and conference sessions.

Program Rationale

A 1987 study of East Bay graduating high school seniors revealed that of the 1,137 African-American and Latino graduates, only 122 had the grades necessary for admission into the University of California system. Counselors faced hundreds of students left with more frustration than motivation by the barriers that stood in the way of postsecondary education. These barriers included little notion of college requirements, an academic program that often shut the door to postsecondary education as early as eighth grade, and a community life plagued with poverty, drugs, and crime.

As early as 1983, Program Director Dolores Jaquez met with some of that same frustration when she attempted a college preparatory program only to discover the students lacked the requisite math skills. Student scores were either too low, or students had not taken the right classes. She learned that "math is the thing that keeps our kids from getting into UC." Close on the heels of that realization was her equally significant realization that any project that was going to help all students learn math required "teaching teachers, not just the students."

Organizations and Roles Involved

The Pre-Collegiate Academy is a collaborative venture underwritten by the East Bay Consortium, Merritt College, and the Oakland Unified School District. The Consortium, under the direction of Dolores Jaquez, administers the program, hires and trains teachers, and completes necessary bureaucratic and administrative functions. Merritt College provides facilities for the summer program and, with the Oakland Unified School District, supplies expertise in academic areas. In addition, the Oakland Unified School District provides space for the academic year follow-up activities as well as locating and supporting interested teachers, students, and parents.

The program receives funds from multiple sources including:

- Bay Area Science and Technology Education Collaboration
- California Student Aid Commission Loan Fund
- California Student Opportunity Access Program
- Hispanic Community Foundation
- National Science Foundation Summer Science Camp
- Teacher Pipeline AB266
- Title II Eisenhower funds
- Department of Education
- School-College-University Partnership Program
- National Early Intervention Scholarship and Partnership Program.

Engagement of Students and Families

Parents and their children engage in all aspects of the program, beginning with their written commitment to stick with the program throughout their high school careers. PCA offers several parent meetings each spring and summer to review needed courses for college. The project offers these meetings in both English and Spanish. Publications for parents and students include a Resource Guide Folder, Black Universities Chart, College Admissions requirements, Oakland Unified School District high school graduation requirements, PCA Academy folder, and a Scholarship Directory. Parents also view the video, "College — Make It Happen."

Program Impact

PCA appears to mean the difference between being more than likely to successively decrease in school achievement to being more than likely to successively increase one's achievement. While the grades of 60% of non-participating students decrease over their school years, the grades of 60% of PCA participants increase. On an individual level, 10 former students currently attend UC Berkeley, and three attend CSU Hayward. In addition, much of the staff for the program now consists of previous students.

At the teacher and teaching level, PCA teachers are now assisting the Oakland Math Curriculum Specialist in training for the California Mathematics Framework, thus spreading the benefits of their work with the PCA to many more teachers and students.

Essential Change Themes

A rock-bottom belief in the ability of all kids to meet the academic requirements of postsecondary education undergirds the work of the project. This rock-bottom belief found personification in Program Director Dolores Jaquez institutional support in the Oakland Unified School District, Merritt College, and the East Bay Consortium.

A second key theme came with the realization that if the kids were capable but not succeeding, then teachers needed to change what they did to incorporate those strategies and activities that allowed the students' capacities to grow. Thus, the program shifted from a direct service to students focus to the more indirect student service focus of teacher education.

The shift to teacher education brought with it several challenges. First, the project needed to locate teachers with the sufficient rock-bottom belief to work extra hours during the school year, as well as the intensive month during the summer. Jaquez interviews new teachers and requires principal and peer recommendations for teachers to be considered. Teachers must then agree to work during the summer. While the Consortium pays teachers $4,000 for the labors, employment does not intersect with district employment policies or the union contract. This allows PCA a certain latitude in selection, as well as avoiding district and union entanglements.

Once teachers engage in the program, they remain loyal to it and praise the opportunities the program provides for their growth. In addition, they sing the praises of the project's effects on their own motivation. They report that working with students within PCA actually "charges them up" for the rigors of the regular school year.

Related Domains

Identifying and applying to postsecondary institutions — College field trips and personal college planning sessions take place during the intensive four-week summer session. Publications for parents and students include a Resource Guide Folder, Black Universities Chart, and College Admissions Requirements.

Finding and applying for financial aid — The program provides a Scholarship Directory, as well as access to view the video, "College — Make It Happen."

If You Visit, Do Not Miss . . .

. . . spending a day at the Summer Institute with students, teachers, and staff during the month of July.

. . . a session with Program Director Dolores Jaquez for information, wisdom, and motivation.

Get A Life

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Demographic Information

The "Get a Life" Career Development Portfolio is an integral component of the developmental counseling program at Elkhart Central High School. The school is a comprehensive, four-year high school located in the community of Elkhart, a stone's throw from South Bend in north-central Indiana. Elkhart Central's 1,600 students are 15% African-American, 3% Latino, and the rest European-American. The school has a bi-modal socioeconomic population residing in the affluent suburbs as well as the economically disadvantaged inner-city portions of Elkhart.

The city's industrial base consists of the manufacture and sales of mobile homes and recreational vehicles, pharmaceuticals, band instruments, and van conversions. The nature of these industries creates a mobile population. Historically, many high school students could find unskilled employment without completing their education. This is much less often the case currently as an increasing number of employers find themselves short of the technically trained workers they need. While some employment still exists for students who do not complete high school, the notion that "I can always get a job in the factory" is a more predominant thought than reality.

Program Description

The purpose of the "Get A Life" Career Development Portfolio is to assist students in learning a process for academic and career planning as part of the "learning to learn" and "learning to work" components of the state's developmental counseling program. Counselors and teachers assist students in specific learning, information gathering, and planning skills so that each student has a flexible and viable pathway to a future or futures of their choosing.

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Program Rationale

The counseling staff uses the "Get A Life" Career Development Portfolio to address developmental academic and career guidance competencies. In classroom curricular units, small group presentations, and individual planning sessions, students work through four competency areas: (a) self-knowledge, (b) life roles, (c) educational development, and (d) career exploration and planning.

Career development and academic planning activities for all four high-school years address identified needs and teaching strategies in each competency area of the "Get A Life" portfolio. The focus for the ninth-grade curriculum is "Looking to the Future;" for the 10th grade, "Planning for the Future;" for the 11th grade, "Steps to the Future;" and for the 12th grade, "Focus on the Future."

Organizations and Roles Involved

This is primarily a school-based program. Professional school counselors play a major role in the individual planning sessions. Classroom teachers play the major role in whole class and small group activities that occur either in the school's Home Room Period or in interdisciplinary team-taught classroom units.

Engagement of Students and Families

Families are actively engaged in the development of portfolios through introductory explanatory meetings at the inception of the work. Then throughout the entire four-year process family members engage in the assessments, classroom experiences, small group, and individual sessions. Each year, parents, along with their children, review and revise the plan they have created for their high-school years and beyond.

Parent sessions, based on the *High Hopes, Long Odds* research, educate family members about the critical role they play in their children's career development. A team consisting of a professional school counselor, a business community member, a parent, and a student facilitates these sessions. The goal is to engage parents in the career development process by teaching specific strategies they can use with their children, and it is hoped, in their own career development. Various locations around the city host the sessions to make them more accessible and less intimidating for parents.

Program Impact

1995-96 marks the second year of the program at Elkhart. Thus, the impact of the program is mostly implementation data at this point. During its first year, "Get A Life" was introduced to all ninth-graders and selected 10th-graders in the school's Learning Communities. Through collaboration with other programs within the district, the portfolios were introduced in one of the middle school's advisory programs, with a dropout alternative school program, and with special needs students in the area's vocational school. Presentations concerning the Indiana Workforce Legislation and the role of the portfolio in that effort were made to the school staff.

In its second year of existence, the program's goals are to incorporate the portfolio into more curricular areas and to introduce the school-to-work components of "Get A Life" to juniors and seniors.

Essential Change Themes

Though primarily a school-based program, Elkhart has embraced collaboration with the business community and parents in order to provide educational and career guidance for all students. The "Get A Life" component of the guidance program is an example of people working together as a team to help students.

The program needed the commitment of the professional school counseling staff to overcome obstacles and begin the program. Weekly planning sessions created the time to develop activities and schedules, to problem solve, and to make plans for program expansion.

In addition, Elkhart found that professional school counselors can, and need, to play a leadership role in school restructuring efforts. Working on school and district committees, taking risks as they tried new programs, and assuming within-school leadership roles, the counseling staff at Elkhart Central made, and are making, a commitment to help all students "Get A Life."

Related Domains

Developing a plan for selecting and taking high-school courses — A major emphasis of "Get A Life" is to assist students in the development of a high school educational plan aligned with one's career goals. Through the portfolio, students learn to merge their knowledge of themselves, their career goals, and educational opportunities and requirements.

Understanding the job market and the world of work — Students learn about the world of work both in and out of school. The "Student Help" project, developed collaboratively by parents, the business community, and the counseling department, provides students with educational and career information during student-free staff development afternoons. Students also participate in such classes as Exploratory Teaching, Exploratory Community Service, or Interdisciplinary Cooperative Education to learn first hand about the nature of work by working at community sites as part of their high school program.

Identifying and applying to postsecondary institutions — The high school counseling staff begins working with students while in middle school to help them focus on future educational and career plans. The four-year plan also involves parents and students in the process of identifying future educational options. Many staff members incorporate postsecondary information into their curricula in addition to the opportunities the counseling staff provides for students and parents to gain information and be involved in planning. The "Get A Life" career decision-making process helps students assimilate the information gained through these experiences.

Finding and applying for financial aid — The school invites all parents to attend sessions explaining the financial aid process throughout their student's four years in high school. During classroom presentations for all seniors, students receive a FAFSA form and a "Senior Financial Aid Handbook." The guidance program makes available numerous other programs to help students and their parents through the financial aid process such as Educational Talent Search, College Goal Sunday, Indiana Career and Postsecondary Advancement Center (ICPAC), and Dollars for Scholars.

If You Visit, Do Not Miss . . .

. . . the introduction of the "Get A Life" career development sessions in the ninth-grade learning community classrooms. Counselors and teachers jointly facilitate these interactive sessions.

. . . a homeroom guidance session.

. . . a parent career-development training session.

Indian Creek High School

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Demographic Information

Indian Creek High School (ICHS) is located 20 miles south of Indianapolis, Indiana. Rural in flavor, most residents commute to Indianapolis for work. The well-kept school facility lies within a large sprawling campus that also houses a middle school. Its library serves as an agency for the Johnson County Public Library and links, via computer, to a variety of databases and network systems. The student body of approximately 550 students is predominantly European-American (0.4% people of color) and middle class (5% receive reduced or free lunches).

Program Description

Indian Creek bases its guidance program on three core beliefs: (a) all students can learn, (b) guidance is an essential school function, and (c) guiding students is a whole school and community responsibility. The program helps students develop in the areas of academic planning, career development, and social-personal skills. A community task force developed 36 specific proficiencies in these areas.

Each student participates in the program through four sets of activities.

- Individual Planning Appointments with Counselors — During these regularly scheduled appointments, students update their Five-Year Plans (including postsecondary and career goals), develop a course-selection strategy, and write "to-do lists" that are sent to the student's TAP advisor (see below) and parents.
- Large Group Guidance Activities — The school provides — for students and their parents — vocational planning workshops, career testing and interpretation, career speakers, job shadowing, mini-apprenticeships, financial aid workshops, as well as field trips to postsecondary educational institutions and employment agencies.

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- Teacher-Advisor Program (TAP) — In TAP, students receive individual guidance, develop short and long term goals, develop a comprehensive academic/career portfolio, design and implement a community service project, and learn such important life skills as decision-making, conflict resolution, active listening, and consensus building.

- Integrated Guidance Curriculum — Students apply learned skills and information to academic planning and career development within required courses. For instance, keyboarding students actually send letters of inquiry to seek information about careers; English students apply conflict resolution and decision-making skills to literature. Students may also, during school hours, participate in the "Two Worlds Transition Program" (description in the *Directory*) where they either work at a job-site or take a college course taught by a visiting professor.

Program Rationale

Faculty share a belief that all students can learn and that it is their responsibility to assist students in attaining their educational and career goals. Guidance is a "whole school and community responsibility." Faculty discovered that "providing good information in a timely manner was not enough." An "in-your-face" approach helps students understand and use the provided information. Using this approach, counselors, teachers, parents, and community members show their support for high achievement through support, encouragement, friendly reminders, and even a bit of nagging.

Organizations and Roles Involved

The entire school community takes on the role of program design and guiding students with the counseling personnel serving as facilitators of services. Teachers write curriculum, facilitate guidance curriculum activities with their classes and advisee groups, and serve as advisors to 12-15 students. The librarian has assembled a special collection of guidance topics and presents workshops on postsecondary and career information. The two professional school counselors offer large group activities and meet regularly with individual students for academic and career planning. Parents work as volunteers and project coordinators. Business and industry leaders provide consultation, placement for work-site learning, and rewards for students who reach their goals. The local postsecondary institutions provide a variety of guidance services, including PSAT interpretation, test-taking strategies, career guidance, and postsecondary advice.

Engagement of Students and Families

Students are at the center of the guidance program. They set their own direction by identifying (and modifying) career and educational goals, working with staff and parents to select the course sequence required to achieve their goals. In addition, students genuinely engage in school restructuring and provide input on school issues through "whole-school breakouts." The student body also participated in the "Student Conference on Learning," which resulted in the "Student Plan for Educational Reform."

Parents also play a significant role in the guidance process. Parents receive monthly newsletters, annual letters from the counselors, and home visits from the TAP advisors. As do their children, parents have access to a Homework Hotline. Parents attend workshops on educational planning, financial aid, and postsecondary admissions. They also take advantage of numerous opportunities to volunteer and to serve on the School-Community Council.

Program Impact

All ICHS students now take the classes necessary to support postsecondary plans. PSAT test-taking rates have increased nearly 30% in the past three years (28%-57%). The percentage of students planning to attend postsecondary schools nearly doubled from 53% for the class of 1988 to 97% for the class of 1997.

In the past five years, Indian Creek High School:

- has dropped the "general education program"
- found that all students do sign up for the "college-prep" curriculum when they experienced that those courses enable them to be successful in the workforce and vocational-technical school
- requires students to take a rigorous academic curriculum (e.g., a traditional college-prep curriculum) and assures those students success by adjusting teaching methodologies and support systems rather than lowering standards or restricting enrollment based on "intellectual ability" or postsecondary plans of students.

Essential Change Themes

The major change at ICHS was one of "mindset." The staff came to believe that "all students can learn." Since children can learn, the school accepted that: (a) we must change what we do so that they will, and (b) when we do change, it will make a difference. When the school community began to base decisions on this new mindset, the guidance function was reorganized, general education eliminated, access to all courses opened, and Algebra 1 required for graduation. To enhance the possibility of successful change, the school provided extensive professional development opportunities for faculty.

ICHS' participation in a Lilly Endowment sponsored project (Indiana State Guidance and Counseling Leadership Project) offered faculty, parents, and community the time, resources, and a process to "debate, argue, and reflect" on the role of educational guidance. A small cadre of counselors, teachers, and parent volunteers assumed leadership roles and learned a systemic change process based upon bringing a shared vision to reality. Subsequently, the larger school-community council supported their work.

Time for thoughtful reflection was a problem. Because traditional counseling functions (in which counselors spent a majority of their time with "at-risk" students) prevented counselors from meeting the guidance needs of all students, the role of the counselor changed. Also, faculty, parent volunteers, and community leaders assumed responsibility for key functions such as guidance curriculum design and one-to-one guidance. Parents and community members supported the program by organizing phone trees and a free chili supper as a forum for counselors to discuss reforms with the larger community. The major support for the program has been the enthusiasm of staff, parents, and community — once they were invited into the process of making a difference for students.

To help with the universal time problem, teachers are now assigned common planning periods within their departments to reflect, evaluate, research, and design. Still, time remains a problem for teachers to coordinate with each other to integrate curricula and to meet with parents as partners in support of the children they share.

Related Domains

Developing a plan for selecting and taking high-school courses — The "in your face" approach to setting goals also plays out in developing and selecting a program of high school courses as exemplified by the twice-yearly sessions with guidance counselors.

Identifying and applying to postsecondary institutions — *Counseling News*, a packet of information assembled for seniors, is a noteworthy exemplar of Indian Creek's efforts in this area.

If You Visit, Do Not Miss . . .

. . . Parent Swap Days where parents attend classes in lieu of students, then work with their child(ren) to learn the content covered.

. . . Senior Return Days when graduated seniors return to talk with current seniors about their subsequent experiences.

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Northridge High School Guidance Program

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Demographic Information

Middlebury Community School District is a rural community located in north-central Indiana. Historically, its economic base consisted of agriculture and recreational vehicle construction. The community is beginning to experience a growth spurt due to the addition of several new industries requiring a more highly educated workforce — to be drawn from surrounding communities and from Japan.

The school district serves approximately 3,000 students in four elementary, one middle, and one high school. A large majority of students are European-American with diverse cultural influences arising from several Amish and Mennonite communities located in the area. The percentage of parents who have graduated from a four year college or university is significantly below Indiana's state average of 35% — yet 82% of graduating students in 1995 plan to continue their education beyond high school.

Program Description

Setting education and career goals begins with involving parents and students in the Creative Life Management Program prior to ninth grade. The foci of the small group session are to: (a) build rapport, (b) clearly communicate the guidance department's career and educational planning programs, and (c) delineate the partnership of parity where parents, school staff, counselors, community members, and students all perform important roles.

Building upon the elementary and middle school guidance programs, the high school focuses on teaching all students about the career and educational decision-making process and provides on-going activities for students to review, discuss, and revise education and career goals. Throughout a high school career, a student

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participates in regularly scheduled small group sessions to assist in the review, discussion, and revision of education and career portfolios. Other activities include small group sessions focusing on "Getting A Job" skills for juniors, a weekly noon film festival "Careers in Today's World," and a training of all students in the use of C.H.O.I.C.E.S. beginning in the ninth grade. The ACT Career Planning Program assessment is also administered to each student to assist in the recognition of personal skills, interests, and experiences related to the world of work.

Program Rationale

The purpose of the Middlebury Guidance Program is to assist students in keeping their educational and career options open by providing academic, career, and personal guidance for all students. The program has been in existence since the 1970's when a school board member challenged the school to provide a guidance program to meet the needs of all students. To meet this challenge, the community, parents, and school staff became partners in creating a "family atmosphere." Such an atmosphere supports students and provides them with the experiences, information, and motivation necessary to make the transition into the workforce or postsecondary education.

Organizations and Roles Involved

Professional school counselors play the major school-based role in the program. They coordinate a comprehensive program of academic and career guidance with the goal of helping all students make an informed and planned transition into their postsecondary lives. Parents become active partners in their children's academic and career planning and decision-making through engagement with the Creative Life Management Program which begins prior to entering high school and continues throughout a student's high school career. Local businesses collaborate with the school by providing career exploration opportunities for students.

Engagement of Students and Families

Throughout the four-year program, students and their families engage in on-going dialogue through the implementation of sequential educational and career guidance activities. Through the Creative Life Management Program, parents and students are informed and involved in the process of developing four-year plans and in the on-going review and revision of those plans.

Program Impact

Parents and students express high satisfaction with the Northridge Program. Ninety-five percent of students report being pleased with the program, and parents indicate that they are informed, included, and supported in the guidance of their students. In addition, not only do 75-85% of the graduates pursue postsecondary education, they also report being well prepared for the transition.

Essential Change Themes

Northridge High School has embraced the change themes of teamwork and collaboration with parents, school staff, and the community in order to provide career and educational guidance for all students. Their recognition that such guidance must begin early in a student's school years has resulted in the development of a coordinated elementary and middle-school guidance program. In addition, Northridge recognizes that students must be actively engaged in planning for their future — in classrooms, small group conversations, and individual advising sessions. As Dana Snider, the former director of guidance, noted, "Students who feel cared for will succeed. . . . The best results will never occur without teamwork."

Related Domains

Understanding the job market and the world of work — Students participate in several career exploration programs, including job shadowing and the "Career Experience" program in which students work in local businesses for a semester. In addition, a cooperative education partnership with a local manufacturer provides on-the-job experience for seniors.

Developing a plan for selecting and taking high-school courses — The Creative Life Management Program emphasizes the high school courses necessary for a student to achieve his or her career goals.

Identifying and applying to postsecondary institutions — Students identify their postsecondary educational options through engagement in small-group discussions with counselors and college representatives, college visitations, and College Fairs.

Finding and applying for financial aid — The goal of the school is to provide every student pursuing postsecondary education with a scholarship. This is accomplished through sessions for seniors focusing on the financial aid process. In addition, the school publishes and distributes a *Financial Aid Directory* to all seniors. The active Dollars for Scholars Program, a community-based organization for generating and awarding scholarships to students, awards numerous scholarships — many of which carry with them matching grants from the postsecondary institution.

If You Visit, Do Not Miss . . .

. . . Creative Life Management sessions with students and parents. Sitting in on one of these small group sessions provides the visitor with a sense of the process and the richness of the ongoing dialogues between students and their families to set and to achieve education and career plans.

. . . the student tutorial program, a credit-bearing activity held during the school day, which provides an example of a creative approach to providing academic support.

Pursuits Program — Fort Wayne Community Schools

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Demographic Information

The Pursuits Career Development Program, housed in the Fort Wayne Community Schools District, serves approximately 16,000 students. The Fort Wayne District is composed of the Anthis Career Center, 33 elementary schools, 11 middle schools, and six high schools. Seventy-one percent of the district's over 31,000 students are European-American, 24% are African-American, and 3% are Latino. Thirty-eight percent of the district's students qualify for the free or reduced lunch program. In addition to Fort Wayne, Pursuits serves students and parents in the East Allen County Schools, Northwest Allen County Schools, Southwest Allen County Schools as well as the private and parochial schools within the geographical region of northeastern Indiana.

Program Description

The Pursuits Program provides career development opportunities for students at the elementary, middle, and high school levels. At all three levels, Pursuits stresses the importance of thoughtful decision-making and helps students and their parents learn the skills needed to make informed career decisions.

At the elementary level, students view a series of video tapes titled "I Got To Here From There," highlighting various careers. Each video stresses the personal and academic skills needed for the career, the educational preparation needed for each career path, and the actual types of work tasks involved in each career. In addition, students visit a work setting to interview people in specific careers.

At the middle school level, students participate in a variety of experiences designed to help them understand the relationship between work and learning. These activities include interest and aptitude assessments (e.g., ACT's Career Planning Program Level I and "Red Hot Jobs"), career presentations by members of the business community, and computer-assisted search programs such as Career Finder. In addition, area middle schools provide the Career Awareness Exploring Program, an element of the Explorer Scouting Program designed to meet the needs of the individual schools and their students.

At the high school level, each student gains information and insight concerning strengths, interests, aptitudes, and experiences by taking either the Career Planning Program assessment or the PLAN. The individualized results are then shared with students and family members during a Career Planning seminar. The seminars assist students and their parents in matching interests and aptitudes to various career options. Students also review their past coursework in relation to their career interests. Finally, each student meets with a school counselor to discuss his or her individual report, to determine future courses needed, and to receive further academic and career information.

Program Rationale

In the words of O. B. Schwab, the benefactor who provided the vision and on-going financial support for the Pursuits Program, the purpose of Pursuits is to assure that "no student be deprived of the opportunity to recognize and realize his or her talents and potentiality." To this end, the goals of the program are "to promote the need for career decision-making skills, to assist each of the Fort Wayne area schools in providing each student with appropriate data from which informed decisions can be made, to help parents become more actively involved in the career decision-making process, and to provide the basis for more comprehensive career exploration experiences for each student."

Organizations and Roles Involved

The O. B. and Desta Schwab Foundation financially supports the Pursuits Program. Dolores Klocke, a professional school counselor in the Fort Wayne District, and Teri Rosinski, the pursuits specialist, provide coordination for the program.

A host of school and community-based players complete the work of the program. Among the school players, teachers provide instruction, and counselors provide information and support in interpreting personal interests and aptitudes, career options, and educational implications. Another key school-based school role is that of the high school students who assist in the production of the videos that are part of the elementary school program. Business and community members provide financial support, serve on the O. B. and Desta Schwab Foundation Board, and serve as interviewees for students.

Engagement of Students and Families

Parents engage in the program through the Career Planning Seminars as well as the various other career exploration activities at each educational level. In addition to being individually involved in each of the program activities, some students at the high-school level become actively involved in creating the program through their involvement in creating the videos used at the elementary school level.

Program Impact

The program provides a systematic approach to providing all students with information, career decision-making skills, and a clearer idea of future career and educational options. A sign of the effectiveness of the program is that approximately 75% of participating students report that their postsecondary plans include entering institutions of higher education. Another sign of the program's effectiveness is that it has been the impetus for a number of other career development programs in the schools.

Essential Change Themes

Two conceptual themes drove the initiation and the continuation of the Pursuits Program. The first is the recognition that career development is a lifelong process closely linked with a child's educational plan. The second is that high-caliber career and educational information and preparation should be available for all students, not a selected few.

Collaboration and coordination support the enactment of the program. Pursuits consciously links the business community, professional school counselors and other school personnel, and parents. Such collaboration, even among collaborators with the common goal of providing a future to each student of his or her own choosing, requires coordination. In the Pursuits Program, Program Coordinator Dolores Klocke and Pursuits Specialist Teri Rosinski provide that centering coordination that keeps everyone's eye on the prize and headed in the same direction.

The initial vision and the finances to transform a vision into action came from O. B. Schwab. As Dolores Klocke recollected, "There were four things Mr. Schwab insisted on. He wanted to reach all kids, and he wanted parents involved. He believed the career decision-making process was critical, so he wanted them to have information to work with, and he wanted to involve the community."

Related Domains

Developing a plan for selecting and taking high-school courses — The Career Planning Seminars engage students and their parents in the process of planning for the future. The students gain the information needed to select a course of high school study that keeps their postsecondary options open.

Understanding the job market and the world of work — The program distributes monthly newsletters that highlight career information and career development activities in the schools.

Identifying and applying to postsecondary institutions — In Career Planning Seminars and the follow-up sessions with counselors, students learn the postsecondary educational requirements for careers in which they are interested. The sourcebook, *Directions*, also provides comprehensive information gathered in one source for students and their families.

Finding and applying for financial aid — *The Financial Aid Handbook*, published by the program, provides students and their families with accurate and essential information concerning postsecondary education options and methods to finance them.

If You Visit, Do Not Miss . . .

. . . Career Planning Seminars for students and parents at the high schools.

. . . the Career Awareness Exploring Programs at the middle schools.

. . . the "I Got To Here From There" video sessions at the elementary schools.

. . . the *News You Can Use* tabloid, partially financed by Pursuits, which is used in conjunction with a daily newspaper in many elementary, middle, and high schools in the area.

. . . the opportunity to converse with Dolores Klocke and Teri Rosinski about the history and operations of the many facets of the Pursuits Career Development Program.

The Governor's School for Government and International Studies

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Demographic Information

Established in 1991, The Governor's School for Government and International Studies is one of the Commonwealth of Virginia's Governor's Schools. Governor's schools provide students with academic and intellectual opportunities above and beyond the scope offered by their home schools. Housed in Thomas Jefferson High, a predominantly African-American school in Richmond, Virginia, The Governor's School for Government and International Studies is a unique metropolitan Charter High School with its own Board of Directors (faculty, students, and parents) offering a rigorous and accelerated college preparatory program.

Each year, the school selects approximately 140 students for its freshmen class from the area's 112 middle schools that provide a possible pool of 155,000 students. Selection criteria include aptitude, academic achievement, interest, talents, and demographics. Thus, though the school selects from among the Commonwealth's most gifted students, the racial and ethnic mix of the school mirrors the composition of the surrounding region.

Program Description

The Governor's School offers a four-year course of study in all disciplines with an emphasis on the study of geography, history, comparative government, global economics, and cultures and languages of other countries. The school also focuses on increasing understanding of the world through science, math, medicine, the arts, and a multicultural component. The curriculum is developed and enacted through interdisciplinary and immersion programs using:

- team learning
- community service (students must document 144 hours of community service)

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- foreign exchanges (with home stays)
- internships and mentorships
- block scheduling
- laboratory and field experiences
- seminars
- core courses
- elective courses
- independent study projects (students select a strand upon entering 11th grade that will constitute their concentration area for a two-year research project which culminates in an oral presentation-defense prior to graduation).

Selection into The Governor's School is highly competitive. To be considered for admission, students must have a composite score at or above the 85th percentile on a standardized test. Eligible students submit an application that includes activities, honors, teacher recommendations, and an essay. In addition students undergo a series of aptitude and achievement tests and produce an "on-demand" writing sample in a controlled environment. Regional planning teams, some of which include parents, develop a profile of each applicant. Admissions processes take into account student diversity and socioeconomic factors.

Program Rationale

The Governor's School for Government and International Studies provides selected young Virginians an in-depth education into the issues facing the Commonwealth, metropolitan areas across the country, and world cultures. The unique perspective on domestic and global cultures and languages prepares students to become creative leaders who participate, cooperate, and contribute to constructing solutions (local, national, and international) in a rapidly changing global village.

The Governor's School believes the leaders of today have created a regional school to prepare the leaders of tomorrow. They believe these leaders of tomorrow will shape a brighter future through experiencing the benefits of regional cooperation and the sharing of individual aptitudes, talents, and interests within a community of learners with diverse ethnic backgrounds.

Organizations and Roles Involved

A dynamic and talented faculty shapes the challenging curriculum with the guidance of an advisory committee in each area. The opportunity to share professional talents with committed students enables the director to attract a highly talented, motivated, and diverse teaching faculty. Teachers currently on the faculty have international experiences as well as previous careers in business, law, and the stock market.

The support of 80 community-based organizations make the community service graduation requirement possible. In addition, the school has cooperative agreements with Virginia Commonwealth University and Randolph-Macon College that allow sophomores, juniors, and seniors to participate in college level courses for high school and/or university credit. The cooperative agreements possess reciprocity in that college professors also teach classes at The Governor's School. In this way, students and college and university professors learn about, experience, and understand the lives and the environments of each other.

Engagement of Students and Families

Parents engage in the school's mission in several ways. Through the Parent-Teacher-Student Association, parents participate in hiring and curriculum decisions. In the 1994-95 academic year, parents donated over 1,000 hours in support of clubs, serving as mentors, and assisting with routine school activities. As a result of this participation, as well as the intense education their children share, parents from diverse ethnic and socioeconomic status mix, mingle, and work together.

Students share in school governance and operation decisions. In addition, a judiciary system recognizes and protects student rights and responsibilities.

Program Impact

Since the school opened, students have contributed over 20,000 service hours to the community. The graduating class of 1995, the first to attend the school for four years, averaged a combined SAT score of 1198. Forty-two percent of the class attained either semi-finalist or commended student status in the National Merit or National Achievement competitions. The major problem for the class of 1995 was in making a selection from the vast array of prestigious universities (i.e., Harvard, Rice, University of Richmond) who offered financial aid and scholarship packages.

Essential Change Themes

Establishing partnerships supported the establishment and continuing success of The Governor's School. For instance, the idea itself results from a partnership of school divisions created to improve education in the areas of government and international studies. Representatives from business and industry worked with faculty from area schools to develop curriculum and facilities for the school. The Governor's School Education Foundation, Inc., governed by senior representatives of the local business community, works to locate support for the school, including cash, equipment, training, and technical assistance.

Establishing partnerships also allowed the school to expand its curriculum beyond the confines of the school's walls. Partnerships with local businesses and community agencies made the community service requirement both possible and successful. Partnerships with local universities and colleges made possible such activities as mentors for student research projects, access to university and college libraries and resources, seminars, presentations, and dual credit courses. Virginia Commonwealth University, with the support and direction of the university's president and director of the Honor's Program, has established a school-university partnership model featuring multiple collaborative activities.

These partnerships also have financial implications in that the services the multiple partners provide allow The Governor's School to provide enriched educational opportunities for students at less than half the state average of per pupil expenditure.

The challenge of success has been how to deal with growth. For example, the school started with nine divisions in 1991 and now has 16. Course offerings have increased 15-fold in the past four years from a bare-bones 11 in 1991 to over 160 courses in 1995. Applications from eligible students have doubled and now number over 600.

Another challenge the school faces is dealing with issues related to the inherent tension between "giftedness," traditionally defined, and diversity. The location of the school in a largely African-American high school and surrounding community exacerbates the tension. Despite the fact that the student population matches the ethnic composition of the larger metropolitan region, the perception exists that it is an exclusive and exclusionary school. This perception has hindered efforts to expand the school in its existing facility. Negotiations with local politicians and private funding sources show some promise for overcoming the effects of an ethnically diverse school in an ethnically homogeneous community. Another effort in this area is the initiation of a two-year cycle of global studies course offerings beginning in 1995 to complement its existing multicultural course offerings.

Student athletics is another forum for common ground in this area. Governor's School students participate on equal footing with students from the high school within which it is housed. These interactions allow students to engage in common tasks and share a common goal and, thus, minimize feelings of exclusiveness and alienation, as well as promote understanding and inclusiveness.

Related Domains

Identifying and applying to postsecondary institutions — The school's guidance department has designed a year-long college planning program. The faculty is intimately involved in leading students through the identification and selection process. The college planning program involves parents in every step of the decision-making process.

Finding and applying for financial aid — the College Planning Program includes financial aid workshops for parents.

If You Visit, Do Not Miss . . .

. . . visiting classes and mixing with students. In particular, do not miss math, science, and foreign language classes to view how instructors and students make connections between traditionally discrete disciplines.

. . . a conversation with Dr. Steven E. Ballowe who is eager to share the school's staff development brochure and to establish forums for sharing among like-minded educators.

The Valley: A Comprehensive Youth Agency

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Demographic Information

The Valley is located in Harlem at the Cathedral of St. John the Divine. It is a comprehensive, not-for-profit, multi-service agency offering more than 20 coordinated services and programs free of charge, on-site and at 10 separate locations. The program has provided services to over 100,000 at-risk African-American, Caribbean, and Latino youth (16-24 years old) and their families from New York City's five boroughs. The Valley serves approximately 12,000 youth each year.

Program Description

The Valley, founded in 1979 by John Bess, executive director, is a neighborhood-based, comprehensive youth agency. The education division of The Valley strives to prepare young people for the educational challenges they will face in life. Their work at five school sites allows them to target young people in need of support, inspiration, and guidance. Staff members provide tutoring, counseling, and opportunities to participate in community service, leadership development, and career planning. Program staff works with students, their families, and school personnel to address problems that may interfere with academic progress. They encourage students to stay in school, to establish educational goals, to choose alternatives to poor performance, and to create personal visions for their future.

The Leadership Training Institute is at the center of The Valley's youth leadership development initiative. Young people participate in weekly forums designed to confront issues that concern and affect them. Well-prepared personnel engage young people in group discussions, role plays, and cultural events. Guest speakers are also a part of the program. These learning experiences support the development of analytical, problem-solving and organizational skills. The Leadership Training Institute trains other youth service workers.

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welcomes observations of training sessions, and books services on a consultant basis.

Program Rationale

The Valley is committed to empowering young people of color to become independent, self-sufficient, and responsible men and women. The Valley seeks to establish a cadre of young people who are fully equipped to determine the outcome of their own lives and to empower them to make a difference in their schools, communities, and the world. As a New York Times article noted, "When John Bess founded the agency 15 years ago, things were bad for children living in the margins. Now, he says, 'They are dreadful. Crack, homelessness, guns, joblessness . . . have devised a separate America steeped in pessimism.'"

Organizations and Roles Involved

A full-time staff of over 70 qualified counselors, teachers, volunteer mentors, and tutors of varying racial and ethnic backgrounds are assigned to work in the various programs. Many of the staff are former participants of the program. In addition, The Valley works with community organizations as well as with schools. Its commitment to community development and cultural activism results in collaboration with school boards, churches, and other community groups. Through this collaboration, The Valley is able to offer a unique combination of services and activities that help to provide a safe structured environment and enhance the quality of community life.

Engagement of Students and Families

Helping to keep the family together is one of the keys of The Valley's preventive services. The Valley's *Family Preservation* unit provides services to pregnant teens and young fathers and their families — including counseling, family-youth workshops, medical referrals, educational services, crisis intervention, housing and day care assistance, foster care prevention, drug treatment, and case management. For example, the Healthy Start Infant Mortality Reduction Program provides pregnant teens with full service medical care for the first trimester, and the Young Fathers Program works with the families of both the unwed mother and father.

Program Impact

The Valley serves 12,000 individuals annually. Kisha Burks, a 19-year-old parent provides a human face to the numbers: " The Valley has helped me cope as a parent with problems such as schools, day care, and home problems. It helped me get my high school diploma, and this means a lot to me. Whenever someone says The Valley is a great place, I agree wholeheartedly, for without it, I could not have finished school and gotten to this point."

Essential Change Themes

A commitment and an individual were two of the essential ingredients at the beginning of The Valley. The commitment to young lives and a belief that children, no matter the difficulty of their environments, can thrive is at the center of their work. In addition, John Bess would not let the project die. His supporters in entertainment and local businesses helped with fundraising and setting up internships for youth. "If there is any secret for success," Mr. Bess comments, "it is disarmingly simple: caring people who give youngsters a chance to channel their creative energies."

The centering commitment of the project has allowed it to maintain its focus and its effectiveness through its growth. In its early years following its founding in 1979, for instance, staff offered leadership training and educational support in only one school. Today, they offer comprehensive social services at five educational sites. Currently services include preventive substance-abuse programs, education and employment support, mental- and sexual-health awareness, and teen-parenting guidance.

Funding is, again, becoming a challenge. In past years, The Valley has received as much as 80%

of its funding from government sources. This year, with proposed cuts by Mayor Giuliani, The Valley faces a slash in government funding of nearly $3,000,000. Budget cuts mean reducing staff and resources, cutting summer jobs for youth, child-care services and office support. Bess, however, hopes to overcome funding constraints with a no-crying attitude, contacts, networking, and active exploration of alternate funding sources.

Related Domains

Understanding the job market and the world of work — The Valley helps hundreds of young people prepare for and gain employment each year. The main goal is to provide a support system and job readiness training that enables youngsters to acquire skills, excel in school, and to become productive members of the community. The result is their ability to enter the work force prepared to succeed.

If You Visit, Do Not Miss . . .

. . . the Leadership Development Institute. The Institute is a safe-space environment where students feel comfortable speaking openly, without fear, with the guidance of trained personnel. Here, a visitor witnesses visible change on a regular basis. Youths are transformed from timid to confident. The Institute meets two nights each week and focuses on issues ranging from teen pregnancy to violence reduction, from racial harmony to South Africa. The group engages in role plays around true-life scenarios that stress peaceful ways to resolve difficult situations. Staff and the young people in the group learn to share the respect they have for the intellect, ability, and thought processes of their fellow group members.

Pathways into Postsecondary Institutions

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Introduction

Pathways into Postsecondary Institutions

Getting on a "school" path to the appropriate postsecondary options for a student's chosen future is only the beginning. A subsequent (and simultaneous) necessity is gaining access to the appropriate option. Schools, families, communities and the business world cannot assure that access because the individual dreamer and the relevant postsecondary institution have key roles to play. Still, *High Hopes, Long Odds* clearly documented two needs we can help students and their families meet. The first was helping to identify the postsecondary institutions most likely to keep the student on his or her chosen path.

> *Many students may mistakenly believe that postsecondary education is all the same and that it doesn't matter which technical school or college they attend — as long as they leave campus with a certificate or degree in hand. But they're wrong. . . . Identifying and evaluating schools for possible enrollment . . . is an extremely important step. When students are shown the differences, they say they very much need help in making the decision.*

The second pressing need is to understand the costs of postsecondary education of whatever stripe and to figure out ways to meet those costs. Sixty percent of high school seniors cited money — or the lack of it — as an obstacle in their path to college. Three out of five students described the lack of money as a barrier to the achievement of their career goals. Eighty-two percent of seniors said they needed help in applying for financial assistance.

> *Families view the rising costs of education as the greatest barrier to career opportunities. . . . Our findings show that concern about the escalation of college costs is shared by Hoosiers regardless of age, race, gender, geographic location or (in the case of students) academic ability.*

Each of the sites in this domain, in different ways and in different contexts, addresses ways to help young adults and their families surmount these two barriers to the postsecondary paths required to achieve their dreams.

Asian-American Communities for Education

Japanese Community Youth Council

Contact Person:
[illegible]

Address:
[illegible]
[illegible]
[illegible]

Phone: [illegible]
Fax: [illegible]

Demographic Information

The Japanese Community Youth Council (JCYC) began as an attempt to re-establish Nihonmachi (Japantown) as the focus for activities among Japanese American Youth. Two historical events (internment during World War II and redevelopment begun in 1967) scattered the population from this traditionally centralized location and fragmented activities for youth. JCYC began in 1970 as a Community Action Block Grant Program designed to provide activities, programs, and services to Japanese American youth from ages two to 20. From its inception, the program focused on collaboration as the initial project required cooperation with schools and with other community based programs.

Jeff Mori assumed a leadership role in the program in 1975 and quickly cemented a continuing relationship with the United Way. As the demographics of the community changed, the program grew to include all youths in the city-wide population. Today, the JCYC includes 11 collaborative programs serving the entire community of San Francisco. JCYC funnels 70% of its present budget to the 11 collaborative programs under its umbrella. This Directory entry focuses on one of those 11 programs, the Asian American Communities for Education (AACE).

Program Description

The Asian American Communities for Education is an Educational Talent Search program funded by the United States Department of Education since 1978. The mission of AACE is to identify and assist low-income youth, ages 11 and older, with potential for education at the postsecondary level and to encourage such youth to complete secondary school and pursue postsecondary education.

The program provides a multitude of connected and connecting services.

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- Academic Counseling: Academic preparation for middle school and high school.
- Tutorial Services: Available to middle school students who require assistance with their classes. Utilizing creative and alternative approaches to learning, tutors work with students individually and in groups to improve their study skills.
- Career Interest and Planning: Students have the opportunity to learn about career choices through workshops and speakers, as well as participate in field trips to various businesses.
- College Preparatory Counseling: A trained staff assists students in selecting appropriate career objectives and college programs. Access to a large library of college and career information is also available, and college visitations are encouraged.
- Financial Aid Information and Preparation: Counseling and assistance with the completion of applications for financial aid is provided on an individual basis.
- College Motivational Workshops: The program provides these workshops to high school students to assist them in developing an understanding of the relationship between life goals, high school preparation and a college education.
- Application Workshops: Technical assistance assures the proper completion of college admissions and student financial aid applications.
- Assistance for School Dropouts: Guidance on secondary school re-entry for secondary school dropouts.
- Parent Workshops: Counseling and workshops are also available for parents of the students served.

The Program provides all services free of charge to all clients with materials available in English, Chinese, Japanese, Korean, Tagalog, and Vietnamese.

Program Rationale

Some areas of San Francisco are extremely dangerous. Crime, drugs, gangs, violence, and family abuse rates are as high as anywhere else within the United States. In recent years, these dangers have crossed all ethnic and racial lines. The stereotype of the Asian American is that of the "good immigrant," children who succeed in school with strong, secure family units. That stereotype is not true in San Francisco. There is no single Asian American culture. The Asian Community is a mix of old and recent immigrants from dozens of countries, cultures, and religions. Former Director Jeff Mori predicts that turf wars between these groups, drug trafficking, and illegal international high technology markets will result in local jails filled with overwhelming numbers of Asians within 10 years. JCYC's mission is to foster the development of and provide programs that meet the cultural, recreational, educational and vocational needs of youth in Japantown and in San Francisco in order to render Mori's prediction obsolete.

Organizations and Roles Involved

ETS provides services through a consortium of community agencies including the Japanese Community Youth Council, Chinatown Youth Center, Korean Community Service Center, the Vietnamese Youth Development Center, West Bay Pilipino Multi Services Corporation, and multiple secondary schools in the San Francisco Unified School District.

Engagement of Students and Families

Families are engaged in all of the services provided. ETS pays particular attention to supporting families in the areas of college planning workshops on financial aid and college admissions. When combined with their other programs (see below), JCYC's centering contribution as strengthening for family and community is clear.

Program Impact

One compelling indicator of any program's success is its ability to sustain its original successes while expanding its services to increasing numbers of youth and neighborhoods. If so, JCYC's success is evidenced by its consistency over the long haul. It has grown in size from one neighborhood to include all of San Francisco and has recently celebrated its 25th birthday.

Essential Change Themes

As with any pro-active youth support program, JCYC faced and faces the challenge of funding. JCYC learned several important political lessons pertaining to government spending. Jeff Mori explains, "We learned not to fear risk and raised the larger issues that brought the larger money." He warns, however, that dependence on public funding is problematic as funding cuts in the interest of balancing budgets has made for "Bad Public Policy." They learned to think of their work as "the business to help kids." In this way, they present and pattern themselves to some extent as a business. Mori explains, "We diversify and integrate funds for maximum efficiency. We have become imaginative and pragmatic and have learned to cut our losses." Given the current political context, Mori predicts that single-focus programs will die in the next few years — which explains JCYC's diversified public fund portfolio.

They also learned to be "politically savvy," — becoming politically active and forceful as an interest group. Mori, for instance, served on the California Coastal Commission, the San Francisco Park Commission and won the 1983 Civic Unity Award.

A second challenge has been the changing demographics and definitions of local communities. For instance, when initiated, JCYC served a neighborhood dominated by Japanese-Americans. Currently that community consists of a polyglot of Korean, Vietnamese, Cambodian, Chinese, Philippine and other Asian-American cultural backgrounds. In addition, as the program grew, it was necessary to learn the similarities and differences involved in working with non-Asian cultures and backgrounds such as the Latino and African-American population. Today, San Francisco is only 1.7% Japanese-American, and JCYC puts the entirety of the ethnic agenda on their table. Over time, the program's goal shifted from re-establishing Nihonmachi as a community to building a sense of community within diversity through bringing self-sufficiency and consistency to an increasingly conflict-ridden inner city.

Related Domains

JCYC's umbrella covers a host of programs that cover the entire scope of issues raised by *High Hopes, Long Odds*. The programs include:

- Chibi-Chan Preschool, designated to excite and motivate children for future learning.
- Competence Through Transitions, which focuses on prevention of alcohol and other drug abuse by assisting youth through academic and developmental transitions.
- Summer Daycamp and Teen Group for children five through 14.
- Asian-American Communities Against AIDS, which provides prevention services, educational workshops, one-on-one practical and emotional support, confidential counseling, advocacy, research, crisis intervention, case management, and resource sharing.
- Mayor's Youth Employment and Education Program (description in the *Directory*).
- New Ways Workers (description in the *Directory*).
- Neighborhoods in Transition, a city-wide alcohol and other drug abuse prevention program, which works with nine San Francisco neighborhoods to plan a coordinated and culturally relevant prevention system to address the factors that

lead to the use and abuse of alcohol and other drugs.

If You Visit, Do Not Miss . . .

. . . an initial visit with Tina Sexton to explain the visitor's community context and desires. She will then guide the visitor to the programs and facilities under the JCYC umbrella that will make the best use of the visitor's time.

Educational Talent Search

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Demographic Information

The Educational Talent Search is a community-based program funded by a grant from the U.S. Department of Education administered by the University of Notre Dame. The program serves 18 schools (one elementary, nine middle, and eight high schools) in northern Indiana and southern Michigan. In 1994-95, the program served 850 students between the ages of 11 and 27. Two-thirds of the students are low income and first generation college-goers, while the remaining one-third must have a documented need in at least one of the services provided by the program. Seventy-seven percent of the served populations are African-Americans, 20% are European-Americans, 3% are Latino-Americans.

Program Description

Each of seven advisors is assigned to a minimum of two schools and works with students within the school setting. In sixth through eighth grades, the students focus on preparation for college and are exposed to the college selection process through activities such as completion of college applications, SAT preparation, and career exploration. Other topics and activities include conflict resolution techniques, self-esteem workshops, and shadowing a college student for a day. Ninth- and 10th-graders continue career exploration and add a focus on the academic planning and preparation necessary to be successful in high school and college. Advisors monitor students' academic performance and provide tutoring if necessary. The emphasis for 11th- and 12th-graders, as well as for adults, is on providing the necessary information and support for college admissions and financial aid processes. Students participate in college visits, college fairs, and leadership conferences.

Program Rationale

The purpose of the program is to reduce drop-

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outs and to increase the number of low- income, first-generation students enrolled in postsecondary institutions of higher education. This is accomplished by educating students and their families about opportunities and by tapping into their dreams for their future.

Organizations and Roles Involved

Funded by the United States Department of Education through colleges and universities, the work of the project is done by college appointed advisors — often low-income, first-generation college going students themselves. This community-based program includes major players beyond the funder and the college, such as local school districts, individual schools, parents, students, and community members.

Engagement of Students and Families

Programming for parents focuses on college selection and financial aid issues. A goal is to support family members in becoming actively engaged in their child's education and to assist them in becoming advocates for their child(ren).

Program Impact

The most significant sets of benefits of the program are: (a) increased awareness of educational opportunities, (b) increased access of those opportunities, and (c) academic and social support students receive. Statistically, 60% of the students engaged in the program matriculate in postsecondary institutions of higher education.

Essential Change Themes

The major change theme is collaboration. In this community-based program, major collaborators are the funders: U. S. Department of Education, University of Notre Dame, local school districts, individual schools, parents, students, and community members. A second integral theme is the recognition that students and their families need information about educational and career planning prior to high school. Expanding into elementary and middle schools enhanced the possibilities that targeted students would take advantage of the opportunities available to them. As the local director of the program notes, "What Talent Search does is extremely important. To reverse poverty in our society, we need to educate people — start with those who have the least to maximize human potential and break the cycle of poverty."

Related Domains

Setting education and career goals — At all four levels of the program, an emphasis is placed on helping the student learn more about him or herself and on establishing goals.

Developing a plan for selecting and taking high-school courses — The program emphasizes the academic preparation required to access postsecondary education. The advisor assists students and their parents in selection of appropriate courses as well as monitors progress through those courses.

Understanding the job market and the world of work — Talent Search provides opportunities to learn about these topics through workshops and personal experiences with community members such as retired business people.

Finding and applying for financial aid — The program explains financial aid processes, provides assistance in the completion of the paperwork required, and helps the student to locate a multiplicity of sources of financial aid.

If You Visit, Do Not Miss . . .

. . . the individual and group sessions held on school site. The program's value is best made visible by observing the advisors' commitment and expertise in working with students. Another "do not miss" is the "Shadowing a College Student for a Day" in which students are matched with a college student and experience first-hand what college life is really like.

Options

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Gillian Rosenfeld, Director

Address:
Options
Goddard Riverside Community Center
593 Columbus Avenue
New York, NY 10024

Phone: 212-OPTIONS [illegible]
Fax: 212-[illegible]

Demographic Information

Located in Manhattan, Options serves high school students and young adults from all five boroughs of New York City. Options is operated by five staff members, including Director Gillian Rosenfeld. The program serves a full range of socioeconomic and ethnic families that reflect the diversity of the population of New York City.

Program Description

Options is a program of Goddard-Riverside Community Center, a not-for-profit organization that has helped people of all ages reach their life goals. Options provides:

- one-to-one personal counseling for academic options
- help in assessing an individual's academic record, financial situation, career interests, and personal concerns
- effective assistance with selection of colleges or professional training programs
- assistance in completing applications and seeking financial aid to pay for college
- extensive computer databases of college, career and scholarship information
- an extensive library of college catalogues and videos, family workshops and seminars on financial aid
- no-cost visits to colleges.

Staff spend an average of 17 hours with each student. Bilingual counselors assure that language is not a barrier to obtaining information about postsecondary options. In addition to individual counseling, Options produces an annual newsletter about students' experiences in colleges and student descriptions of the colleges they attend. Options also provides college updates, schedules

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conferences where college students meet with high school students, and conducts extensive follow-up studies.

In 1988, Options expanded its services into junior high and middle schools. Program counselors, located on the school sites, meet with students in groups and provide workshops for their families. In addition, Options serves as a mentor to similar programs throughout the city.

Program Rationale

The retired New York City high school guidance counselor who founded Options felt that many youth, especially in New York City, are given too little one-to-one attention to help select and pursue educational options and goals. Options, therefore, strives to provide free advice to any high school junior or senior seeking postsecondary educational opportunities. Options believes that all students have many choices available to them. By providing close, one-to-one counseling, the program enacts its belief in the individual strengths, interests, and dreams of all students.

Organizations and Roles Involved

Options is an autonomous program of the Goddard-Riverside Community Center. Because it is part of Goddard-Riverside, other programs and agencies often refer families to Options.

Engagement of Students and Families

In addition to the individual counseling of students, Options maintains extended hours and Saturday and evening workshops for parents on financial aid resources. These services are especially geared to those parents who traditionally have not had access to this information. In addition, bilingual staff members increase the accessibility of the information to families.

Program Impact

Since 1986, Options has provided information, direction, and support for over 8,000 school students and their families. From 1986 to 1993, Options has helped individuals get into over 250 different colleges and universities. The success of the program, communicated primarily through word of mouth, has helped bring increasing numbers of students into the program each year.

Essential Change Themes

The original vision of the founder of the program made the program possible. The strong, caring leadership of the current director and the methods through which the staff have engaged students and their families have continued to make the program work for youth. The continuity of staff working with the program has also helped the organization reach maturity. In addition, the support of the Goddard-Riverside Community Center (especially that of the executive director) as well as New York City and State have been significant.

By using time and money creatively, Options has been able to create a network of services (individual counseling, small group meetings, parent meetings, and community meetings) to reach out to the larger community. In so doing, the program has maximized the "cost per student" factor. Still, dependence upon external funding concerns the program in two ways: (a) staffing for the program, and (b) financial assistance for its clients. Thus far, the program continues through financial constraints with the support of the Goddard-Riverside Community Center and through clearly articulating its success in quarterly accountability reports.

Related Domains

Identifying and applying to postsecondary institutions — Much of the personal counseling and the host of materials available provide information on postsecondary educational institutions. The counseling then helps students to identify the postsecondary institution which will best support the realization of their dreams for the future.

If You Visit, Do Not Miss . . .

. . . the talented staff and the wealth of information about colleges (on computers, in folders, and in college brochures). Be sure to read through the feedback forms from students who have successfully used Options to get into college and their frank and engaging descriptions of "what college is really like" and "what to expect" when one attends college.

Upward Bound at Bowdoin College

Contact Person:
[illegible]

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Bowdoin College
Brunswick, ME 04011

Phone: [illegible]

Demographic Information

One of more than 500 similar programs nationwide, Bowdoin College's Upward Bound program serves 100 low-income students from three geographically and culturally isolated areas of the state of Maine. Many of these communities have high unemployment rates and declining job opportunities. A vast majority of the students would be first generation college-goers.

Program Description

Upward Bound at Bowdoin is a rigorous residential six week summer program for 11th and 12th grade students with a year-long follow-up program. Combined, the components of the program offer continuous caring contact and academic support for two to three full years. To assure that the contact is sensitive to the strengths and interests of students, Upward Bound staff have ongoing staff development and training in gender equity and in utilizing the strengths of diversity.

The core curriculum of the summer program includes mathematics, laboratory sciences, foreign languages, composition and literature. Following assessments in the core curricular areas, students participate in classes, tutoring, personal and college counseling, and career exploration. Additional experiences such as cultural events and travel support each student and emulate a college atmosphere. In addition, all students take the PSAT. During the fourth week of the summer program, "formal" classes are suspended and students select an interdisciplinary project from one of six areas (for example, film, world music, drama, environmental stewardship, etc.). The interdisciplinary project involves working collaboratively with artists, historians, and scientists arriving at Bowdoin for the week and culminates with the production of a high-quality original piece of work.

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Pathways into Postsecondary Institutions

During the year-long follow-up program, Upward Bound staff are in close contact with students, their families, and guidance counselors. Services include academic, college, financial aid, career and personal counseling, SAT preparation, academic enrichment, college visitations, tutoring (if necessary) and reunions. The purpose of the follow-up program is to help students and their families make informed decisions about programs of study needed to keep their future options open. In addition, mentoring, a job shadowing program, and summer employment provide reality-based options and skills for students. Close personal attention assists students and their families to match degree options, potential colleges, and financial aid packages with their strengths, interests, and needs.

Program Rationale

High school students, especially first generation, college-going students, need assistance in understanding that college is a viable option for their futures. Upward Bound combines a rigorous academic curriculum with one-to-one tutoring and support to help students see the connections between where they are now and what they want to become. Upward Bound staff work with students to raise their aspirations for postsecondary education and to prepare them for enrollment and success in appropriate postsecondary institutions.

Organizations and Roles Involved

Upward Bound is funded by the U.S. Department of Education. Bowdoin College provides dormitory and classroom space, administrative offices, and access to its many resources (museums, athletic facilities, laboratories, etc.). Bowdoin faculty also serve as teachers and mentors in the program. Collaborations with the Mellon Fellows Program, Bowdoin's Howard Hughes Outreach Project, the Rheedlen Center of New York, and local merchants and organizations enhance the program's offerings. The program also has the support of the Maine Department of Education which provides monthly access to a sophisticated interactive television system for use by Upward Bound faculty, staff, and students.

Engagement of Students and Families

The academic year follow-up program significantly engages families in the location of financial aid packages that allow students to pursue their dreams. In addition, the summer program has a "family weekend." At the conclusion of the Focus Week, families visit the campus for culminating celebrations and performances of the interdisciplinary project. Upward Bound staff take advantage of this opportunity to provide information about the follow-up program, college application processes, and financial aid packages.

Program Impact

Since its inception in 1966, Bowdoin's Upward Bound program has worked with over 1,000 high-school students. Graduates of the Upward Bound program are four times more likely to enroll in college than are low-income Maine students who have not participated in Upward Bound.

Essential Change Themes

Bowdoin College, its presidents (past and present), Board of Trustees, and faculty have taken the lead in supporting this program since 1966. Collaborations with the State Department of Education, high schools across the state, as well as partnerships with the Mellon Foundation and the federally funded Summer Youth Employment and Training Program have helped make Bowdoin's Upward Bound Program exemplary. Still, the national political climate concerns the program leadership who fear funding cuts.

The staff is also crucial to the program's success. By building upon each staff member's strengths and interests and providing structures and processes for their care for students, the program creates a safe community committed to student success. The intense college-like atmosphere is simultaneously a safe environment for students to explore their independence and their academic interests. The program revealed that hiring graduates of the program, as well as Bowdoin students, has been a key element of maintaining a high caliber staff.

The program's intense summer experience is often the first time students have been away from their family and community. To alleviate issues arising from this radical environmental change, students and staff speak openly about these challenges. In addition, a social worker is available to provide individual and group counseling — to students and staff. This has helped ease the transition, helped students make new friends, as well as provided the additional nurturing required for each student to achieve success.

Related Domains

Identifying and applying to postsecondary institutions — During the course of the summer program, students visit colleges throughout New England. Traveling in a cohort of 10 to 12 students and two staff members, visitations begin Friday evening and conclude Sunday afternoon. Upward Bound also sponsors a College Day where representatives from up to 40 New England colleges and universities visit Bowdoin.

Setting education and career goals — Upward Bound offers a Bridge Program, a unique opportunity for high school graduates preparing to enter college the following fall. Currently offered to 10 students, the Bridge Program provides students with the opportunity to earn college credit through the University of Maine and to develop research, study, and college survival skills. The individual attention and tutoring help each student transition from high school to the academic and social demands of postsecondary schools. In addition, each student has access to CHOICES, an interactive career guidance system. Bowdoin's Office of Career Services provides this service free of charge.

If You Visit, Do Not Miss . . .

. . . the opportunity to speak with Helen Pelletier, director of the Bowdoin Upward Bound program. Be sure to ask about the history and care she carries within her.

. . . meeting with one of the Upward Bound staff members to hear how well they know their students, as well as how important the program has been for them as students and now as Upward Bound staff.

. . . visiting the Community Meetings held just prior to lunch. Note how the leadership skills and respect develop between students as staff step back and allow students to set the agenda, run the meeting, and make decisions while keeping each other accountable to the group. Join them for a wonderful student made lunch immediately afterwards.

. . . the science and computer labs to see student accessibility to technology.

Pathways into Work

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Introduction

Pathways into Work

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[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

California Partnership Academies

Pasadena Unified School District

Contact Person:
[illegible]

Address:
[illegible]

Phone: [illegible]

Demographic Information

[illegible]

[illegible]

Program Description

[illegible]

[illegible]

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[illegible]

[illegible]

[illegible]

Program Rationale

[illegible]

Organizations and Roles Involved

[illegible]

[illegible]

Engagement of Students and Families

[illegible]

Program Impact

[illegible]

- [illegible]
- [illegible]
- [illegible]

- *Academy graduates matriculate at a college or university.*

Anecdotal evidence collected in the state-wide study suggests that the academies are also raising the educational aspirations of many students and parents. The academies also bring students and their families "into" the communities in which they live by providing connections that benefit the students, their families, and local businesses.

Essential Change Themes

John Porter, formerly director of secondary education in Pasadena, took the initial lead. His interpersonal skills and positive experience with business-school partnerships in previous jobs attracted the necessary business support. Porter orchestrated a match between national high-school reform mandates, business support, and a concerned district to mid-wife the birth of the Pasadena Partnership Academies. Perhaps the ultimate accolade to this service is that the academies remain after his departure.

Financial support has been and remains a challenge for the academies. The Pasadena District has designated all Vocational Education funds toward the academies. Impending changes in the funding allocation for Vocational Education, however, have the district looking into creative alternative funding sources. Two of the academies receive state funding — Health Careers Academy and GeoSpace Academy. Kaiser Permanente, Huntington Memorial Hospital and the Jet Propulsion Laboratory continue to provide substantive support to these programs. Non-state-funded academies receive generous support from local partners such as Southern California Printing Industries Association, Bank of America, and donations funneled through the Pasadena Educational Foundation.

More recently, in 1993, the California legislature re-authorized the program and changed the requirement that academies were to serve solely at-risk teenagers to the possibility of individual academies serving up to 30% non-at-risk students. Pasadena School District officials wanted their academies to reflect the general student population — from drop-out to gifted.

One business related challenge is that not all mentor and internship matches are compatible. Some students complain they rarely see or hear from their mentors, and finding enough mentors is a constant problem. California's hard pressed economy has not made matters any easier. These factors require the director and staff to be on the look out for corporate and private sponsors. On the up-side, this has made school-community relationships a necessity rather than a luxury.

Teachers quickly realized that this type of learning community was not for everyone. Hiring and matching the personalities to work in five-teacher teams makes or breaks planning, integration, and overall smooth operation of the program. In addition, building principals must support the school-within-a-school concept and work through issues relating to teachers, departments, PTA, School Site Council, and unions.

After several years, however, the academies worked through most of these kinks. Teachers within an academy share a common planning period, have an extra prep period for tutoring students, have smaller class sizes than the district average, teach highly motivated students, and help control their own budget. As a result, the larger problem now is not identification and selection of teachers for the academies, but rather tension with teachers outside the academies. Efforts to integrate academy teachers and students into the "regular" program are beginning to alleviate some of these tensions. Academy teachers are also acting as peer leaders as "regular" school programs begin the restructuring process.

Related Domains

Engaging families & communities — The academies offer exemplary models for ways to organize existing community and business leaders.

through good public relations, into a cohesive partnership of parity in support of students and their families.

If You Visit, Do Not Miss . . .

. . . a visit with Marla Keeth, ROP teacher and coordinating teacher of the Health Career Academy. She was present at the creation and provides great insights.

. . . the academy that best matches the needs of your community and available business partners.

Career Beginnings

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[illegible]

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Worcester State College
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Worcester, MA 01602

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Fax: [illegible]

Demographic Information

Career Beginnings serves 150 young people from all five high schools, including Worcester Vocational High School, in Worcester, the fourth largest city in Massachusetts. Of the 150, 60% are minority students, 60% qualify for the free or reduced lunch program, and 80% would be first generation college goers. Once a bastion of textile and metal manufacturing plants, Worcester is adjusting into a more diversified economic base with a mix of small-to-medium sized firms.

Program Description

In Worcester, the project begins by recruiting students through mailings to sophomores in all five high schools (including the Vocational High School), parent workshops, and by posting advertisements around the city. The program targets underachieving students with average grades. In 1995, the program enrolled 150 students — 70 seniors and 80 juniors.

Students make a two year commitment to Career Beginnings. During their junior and senior years, they attend skill-building workshops at Worcester State College. These workshops occur on Saturdays, and project staff arrange and coordinate multiple sources of transportation.

In addition, students take on paid (usually $5.25/hour) summer employment provided through the partnership. To prepare for these summer jobs, students go through role plays, job-site problem solving, interview techniques; they write resumes, select a job from "classified ads" produced by Career Beginnings, write a cover letter of application for their selected job, and then interview for that job. Students may apply for full- or part-time employment. Students attending summer school may accept only part-time summer employment.

Staff communication is a key to the work of the program. The staff meets weekly, often

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discussing individual students to uncover new ways to support them. Communication also often takes the form of evening phone calls to stay in touch with team mates and to focus on what needs to be completed before the next staff meeting.

Program Rationale

Career Beginnings is designed to meet the growing needs of young people who may have had little, if any, experience seeking postsecondary or professional options. The initiative works to build alliances with the community to develop and enact a workable plan enabling young people to become productive citizens. The partnership provides a process in which the private sector can work with local schools to systematically change employment and community development and simultaneously meet the needs of young people. In their own words, "Through Career Beginnings, entire communities can master the most essential skills of our time — developing shared goals within a diverse society and working together to achieve them."

Organizations and Roles Involved

One of 15 similar sites across the country, Career Beginnings is based on the work of the Center for Corporate and Education Initiatives (CCEI), which in turn, is based on the work of the SCHOOL and MAIN projects. Career Beginnings uses a CCEI designed curriculum. Key business partners include the Thom McAn Shoe Company, Massachusetts Electric Company as well as numerous local businesses. Local businesses also provide summer jobs — a key component of the program. Worcester State College offers the Skills Building workshops. Worcester State College also provides office and classroom space as well as access to computers, mailing lists, and inexpensive copying and mailing services. The local business and professional communities provide volunteer adult mentors. Teachers and professional school counselors from the students' home schools provide individualized guidance.

Engagement of Parents and Families

Parent workshops and community celebrations help to build a sense of connection between families and the project, as well as between families and the community. For instance, the Induction Ceremony brings families, students, and community members together to witness the signing of the Career Beginnings contract by the student.

Program Impact

Typically, 60% Worcester High School graduates attend postsecondary institutions. Of the project's first graduating class in June, 1985, 77% continued their education beyond high school. The classes of 1995 and 1996 saw about 90% attend postsecondary institutions.

These results are not lost on business partners. Robert Weaver, Vice President of Human Resources at Thom McAn notes, "Career Beginnings is one of the best things I've been involved in. This program works. It has a track record. I like that. Most companies like that." In fact, companies like the program so much that there are currently more job opportunities than students.

Essential Change Themes

A key component to CB's (Career Beginnings) success has been the organizational and administrative leadership of Jim Albertson. Mr. Albertson played a key role in building the capacity of the CB staff as well as constructing an environment where the kinds of relationships necessary for a successful project can be established and maintained.

Success has both supported and constrained Career Beginnings. For instance, a graduate of Career Beginnings is now a member of the CB staff and is a walking, talking testimony of the success of the program — especially for current students. The increased response from the business community in the form of summer jobs has been another support arising from success. On the other hand, as the project has grown in numbers, it has created problems in the way of maintaining the close personal connections among and between staff and students as essential to its success. Recently, the project has broken students into teams in order to maintain the "smallness" necessary for personal relationships and conversations.

Another on-going challenge for the project has been to maintain constructive relationships among the partners. For instance, some tension resulted when schools, rather than CB staff, selected advisors. CB staff had to reach out and work with school personnel to help them understand the program and its goals. By working together, these tensions, though inevitable, have served to support the project. For instance, Worcester High Schools now disseminate materials and information prepared by Career Beginnings staff. An example of a tension between the project and some of its business projects is concerns from union representatives about the possible adverse effects on career employees of low-paying summer jobs. Working together, they have generated a solution to conceive of the employment opportunities as internships rather than jobs.

Related Domains

Setting education and career goals — Career Beginnings provides students with the kinds of support and trust they need to make postsecondary decisions. One graduate commented, "I figured I'd do it (Career Beginnings) for a while, get a summer job and make some money. But the program helped me to understand that college was exactly what I needed."

If You Visit, Do Not Miss . . .

. . . the classified ads listing available summer jobs.

. . . the computer center where CBers work on their resumes and application letters.

. . . an opportunity to talk with Joe, Dorothy, or George, the graduate turned counselor.

. . . the Career Beginnings Newsletter.

. . . the collection of activities and lesson plans used in the program.

Other Career Beginnings Projects are located in Hartford, CT; Bakersfield, CA; Chattanooga, TN; Gulfport, MS; Itta Bena, MS; Jacksonville, FL; Chicago, IL; Gary, IN; Cleveland, OH. For more information contact:

SCHOOL and MAIN
750 Washington Street
NEMC #328
Boston, MA 02111
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Fenway Middle College High School

Contact Persons:

[illegible] — Director • Larry [illegible] — Director

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Charlestown, MA [illegible]

Phone: [illegible]
Fax: [illegible]

Demographic Information

Fenway Middle College is an instructional alternative high school within the Boston Public Schools. Currently Fenway is home to over 220 students — 57% African American, 19% Latino, 20% European American, and 4% Asian American. 62% of Fenway students meet Federal Chapter 1 guidelines, 19% speak a primary language other than English, 12% of the students are parents, 11% are classified as special education, and 68% are overage for their grade level.

Program Description

In 1988, five years after its establishment, Fenway piloted its first school to work program with Boston Children's Hospital. Fenway developed an internship program with Boston's Museum of Science in 1992 and established a partnership with CVS Pharmacy in 1993. Fenway utilizes these programs and resources by dividing into three houses each with a different school to work partnership. Each house has its own character, community collaborators, and curriculum (developed by employer teacher partnerships). In each house, however, the 60 to 75 students have actual experiences in work environments, including junior and senior year internships. Juniors spend half days one term in the field, and seniors have a full time one term field experience. Fenway teachers also spend time in the field, meeting with mentors and supporting students.

The CVS/Fenway House offers students a concentrated science pharmacy based curriculum. CVS pharmacists and, at times, pharmacy students from the Massachusetts College of Pharmacy mentor students. The internship for the pre-pharmacy house occurs in CVS stores where students gain hands on experiences in the workplace. This house also includes a paid summer internship program.

The Children's Hospital Allied Health/Fenway

Pathways into Work

Collaborative House allows students to experience the world of work within hospital and hospital related careers. Students work in such different areas as x-ray, pharmacy, nursing, medical administration, medical records, clinical laboratories, and public relations.

In the Crossroads House students explore a wide range of potential careers. With a community service focus, this house encourages students to integrate service projects with their internships. Some of the service project sites include pre-school and elementary schools, the Museum of Science, as well as sites in the computer industry and area businesses. Students take an active role in the design of their personalized internship.

Program Rationale

Fenway's goal is to create a socially committed and morally responsible community of learners in order to encourage academic excellence, habits of mind, self esteem, and leadership development among all of its students. Over the past 10 years, Fenway has developed and successfully enacted a school-to-work program that connects school and work in such a way that school maintains its relevance for students. The school-based integrated curriculum merges with the internship experiences to create a learning environment where students make sense of school, of work, and of the relationships between the two.

Fenway aims to provide students with the motivation to stay in school, equip them with social and work skills through internships and summer jobs, and provide students with an effective way to integrate school learning into meaningful careers. By providing high school students with opportunities for community service and job shadowing, the program allows these students to experience many different work settings and job responsibilities by the time they graduate. Developing a close relationship with a mentor provides valuable support and guidance outside of the school setting. These varied and rich experiences provide students with the rigor, responsibility and skills necessary to make informed choices about work and postsecondary options.

Organizations and Roles Involved

The CVS Pharmacy and the Children's Hospital programs work in a school professional collaboration. CVS and Children's Hospital have on-site supervisors who oversee the program, often tutoring and supporting Fenway students. The Fenway staff visit the internship sites, meeting with the on-site supervisor as well as the students. In addition, the staff and the professionals collaboratively develop school curriculum and experiences so they have direct application to the job site.

Program Impact

The independent research firm, Technical Development Corporation, has evaluated Fenway's School to Work Program since its inception. They have documented that:

- Attendance has remained high.
- The drop-out rate is lower than that of other Boston public high schools.
- The graduation rate has increased.
- Fenway students have a higher self confidence and a more realistic sense of career and post-secondary education options.

In addition, they have documented that the enacted curriculum provides an academically challenging program. Post-graduation evidence of the value of the curriculum includes the increased percentages of students who pursue postsecondary education as well as the number of graduates CVS and Children's Hospital hire.

Essential Change Themes

Fenway has many critical friends and collaborators who have helped the program succeed and sustain itself. CVS, Boston Children's Hospital, and the Museum of Science have helped Fenway develop curriculum, assessments, opportunities for new internships, job shadowing, and mentoring for Fenway students. Grants and additional funding from the Boston Globe Foundation, the Technical Education Resource Consortium, and the American Social History Project have given Fenway the opportunity to plan, assess, and reflect upon their work in order to improve their program. In addition, Fenway's relationship with the Coalition of Essential Schools, begun in 1988, has helped them reconceptualize the structures and curriculum of schooling (e.g., block scheduling, interdisciplinary curriculum, internships, community service) to create a community encouraging students to use their minds well.

A Board of Trustees consisting of parents, community and business leaders, critical friends, and university partners supports collaboration. By including community and business leaders, Fenway has built a school-to-work collaboration that includes the strengths, interests, and needs of business and has provided potential jobs for graduates.

Collaboration requires time and effort. To this point, Co-Directors Larry Myatt and Linda Nathan, the on-site coordinators, and the faculty and staff of Fenway have borne the brunt of these demands. Flexible scheduling has allowed some time for the faculty and staff to meet, but it never seems sufficient. At this point, Fenway does not have a single coordinator of their collaborations, but each house does have a coordinator. Teachers and advisors mediate and coordinate mentorships, internships and job shadowing while also teaching, assessing, and preparing students for their portfolios and exhibitions.

If You Visit, Be Sure to See . . .

. . . the curriculum guides and assessment practices to see the intimate relationship between school and work activities.

. . . the collection of newspaper articles and the numerous awards Fenway has received.

. . . student portfolio exhibitions or shadowing a student during his or her internship.

Job Shadowing Program

Contact Person:
[illegible] [illegible]

Address:
Job Shadowing Program
Jefferson County Public Schools
P.O. Box [illegible]
Louisville, KY [illegible]

Phone: [illegible]

Demographic Information

Jefferson County Public Schools, encompassing Louisville and its suburbs, is one of the largest urban school districts in the United States. The ethnically, racially, and economically diverse student population of the district is evident in the three middle schools currently participating in the Job Shadowing Program. [illegible], [illegible], and [illegible] Middle Schools have enrollments of approximately [illegible] students each, [illegible] to [illegible]% of whom are African American. The percentage of students eligible for free or reduced lunch ranges from [illegible] to [illegible]%.

Program Description

The Job Shadowing Program offers middle school students opportunities to shadow work experiences at over [illegible] participating community businesses, government divisions, non-profit, and cultural arts organizations. The program provides students with occupational experiences and helps students identify themselves as contributing citizens in their community.

In sixth grade, students participate in a curriculum that emphasizes the skills and knowledge base required for various occupations. Sixth and seventh graders participate in career days, business luncheons, high school and college visitations and listen to community speakers. In eighth grade, each student has at least one opportunity to spend a half day working side-by-side with a local professional on site.

The student shadows his or her professional partner throughout the course of the day. Depending on the partner, a student might view surgery, join an architect at a construction site, or answer an emergency call with an electrical engineer from the power company. The students have the opportunity to ask questions and are usually given hands-on experiences to help connect school learning and future work requirements.

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New Way Workers and the Mayor's Youth Employment & Education Program

Japanese Community Youth Council

Contact Person

[illegible]

Address

[illegible]

Phone [illegible]

Fax [illegible]

Demographic Information

The Japanese Community Youth Council (JCYC) [illegible]

[illegible]

[illegible] New Way Workers (NWW) and the Mayor's Youth Employment and Education Program (MYEEP).

Program Description

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PACE

(Partnership for Academic and Career Education)

Contact Persons:

Dr. Johnny W. Walker, Executive Director of PACE
Dr. Don Garrison (President of Tri-County Technical College)

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Career Education
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Pendleton, SC [illegible]

Phone: [illegible]
Fax: [illegible]
E-mail: [illegible]

Demographic Information

PACE serves the seven school districts of Anderson, Oconee, and Pickens counties in upstate South Carolina. The seven through 12 school population of the consortium totals approximately 23,000 students of whom 17% are African Americans and 82% are European Americans. The schools are small, with the smallest being a four-year high school of fewer than 200 students and the largest with a student population of fewer than 2,000. The tri-county area is rural with a burgeoning international industrial base and low unemployment. County schools have a free and reduced lunch population well below the state average. Most employment is in blue collar positions.

Program Description

PACE has replaced the "general" track in education with a Tech Prep track that emphasizes preparation for postsecondary education for all students. The program emphasizes the skills of communication, with literature chosen to fit career themes, and includes technical writing. The standard high school research paper, for instance, might focus on one's potential career — using both "library" skills and interviews. Middle school students experience career awareness through exploratory classes and extensive use of guest speakers in academic areas such as math, English, and science. Career specialists at middle schools conduct interest inventories with seventh graders and then meet with parents to discuss the results and to develop a personal school and career plan for each student. Eighth graders study career clusters rather than specific jobs, thus opening students to the wealth of possibilities within any interest area. At the ninth grade level, students split into either a college preparatory or Tech Prep track with the ability to move between tracks. Both tracks, however, lead to postsecondary educational options. Career fairs occur at both the middle and high schools.

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Anderson Districts One, Two, Anderson District Five, Oconee County, and Pickens County operate career centers providing students with occupational training. Each of the seven school districts has a School-to-Work Coordinator who facilitates the implementation and expansion of local school-to-work programs.

Program Rationale

PACE addresses the needs of students who were not continuing into four-year postsecondary education, as well as the needs of the business community that required skilled workers in new industrial jobs. The program better prepares students to enter postsecondary education — whether a four-year or a two-year institution. Both the industry and education communities believe the basic skills of reading, writing, mathematics, speaking, and using a computer are requisites regardless of one's eventual workplace.

Organizations and Roles Involved

Tri-County Technical College serves as the fiscal agent for the Federal Carl Perkins funds funneled through the state Department of Education. The consortium office provides materials and coordinates professional development opportunities for secondary and postsecondary faculty and staff. College coursework opportunities are available for qualified high school seniors.

The school districts prepare students for what they want to do beyond high school as described above.

Representatives from the National Dropout Prevention Center, the College of Health, Education, and Human Development at Clemson University, and the Anderson and Oconee Business Education Partnerships serve on the PACE Coordinating Board.

Industry members include:

- the Robert Bosch Corporation
- American Federal
- Alice Manufacturing
- Cascade Corporation
- Frank's Chapel of Remembrance
- DUKE Power Company
- Powell Real Estate
- US Engine Valve
- the Milliken Corporation

Industry partners provide student placements for work experiences and a real-world context for academic courses.

Engagement of Students and Families

PACE uses a parent education program developed by former PACE staff members Diana Walker and Anita Turlington, to assist parents in helping their middle and high school students make career and academic choices that open avenues to postsecondary opportunities. In addition, the program provides information about postsecondary education costs and financial aid and scholarship possibilities.

Essential Change Themes

Four school-based changes support the work of PACE:

- the elimination of the general education track
- major content changes in applied academic courses
- the career specialist position at the middle and high school levels
- block scheduling that allows high school students to go to the college campus for coursework

One key support for these structural changes is the willingness of administrators to encourage change efforts in the schools and their ability to select teachers for the applied academic track with the will and the skill to make the program work. To enhance the skills of the teachers, PACE provides extensive professional development in the area(s) being taught, as well as in learning styles and general career awareness. In addition, PACE provides a resource room for teacher use and has provided schools and contacts with a resource listing. In addition, there are eight locally developed guides demonstrating how to incorporate real world applications of math and communication concepts into the classroom.

The willingness of industry leaders and educators to meet together and forge a mutual vision and understanding of student and community needs also proved critical to program success. PACE staff keep all the collaborators current by setting up meetings and coordinating a regular newsletter.

If You Visit, Do Not Miss . . .

(Visits may only be made on specifically scheduled days and by appointment with the executive director.)

. . . *the classrooms of both the applied academic and academic courses that have integrated academic curriculum with occupational studies.*

. . . *a meeting of all the stakeholders to see the working relationships they have developed.*

. . . *the resource room at Tri-County Technical College. It contains teacher materials such as games, simulations, videos, curriculum ideas, informational articles, career exploration programs, portfolio development programs, technical writing programs, and resource lists — a treasure house for teachers.*

YouthBuild Sandtown Project

Contact Persons:

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[illegible]

[illegible]

Address:

[illegible]

[illegible]

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Phone: [illegible]

Fax: [illegible]

Demographic Information

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Program Description

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instructor designs a personalized study plan including short- and long-term goals, building on strengths, improving weaknesses, and determining career interests. Each morning, staff and participants meet to talk and plan for the day. Each week, youth and staff assess individual and group progress.

The project consists of the following components that all use the principles of partnership, empowerment, bonding, and constant support:

- closely supervised construction site training
- preparation for the high school equivalency exam by qualified teachers
- counseling and support in handling critical life needs. (Linking young people to community resources for health care, housing, child care, legal aid. Where community resources are not available, YouthBuild staff provide them.)
- leadership opportunities such as participation on the youth policy committee or in community activities designed to influence public policy affecting youth
- referral to appropriate support for drug addiction or psychiatric needs
- training in construction terminology and concepts by qualified staff
- driver's education
- individual and peer counseling to develop habits and values related to life goals, use of money, and personal relationships
- participation in cultural events and community building program enhancements such as sports, plays, weekend retreats, and trips
- pre-employment training focused on job seeking skills and other preparation for successfully transferring into the world of work
- coordination and integration in pre-apprentice and apprenticeship programs made possible through several local unions
- placement in post-project jobs or postsecondary education
- follow-up counseling, support groups, and education

Program Rationale

YouthBuild serves young people who have dropped out of school by providing leadership development, preparation for the high school equivalency diploma, and training in construction careers. Its purpose is to give these young adults an opportunity, the requisite tools, the confidence and the ability to succeed in life and at work. Project Director Elijah Etheridge notes: "It costs $30,000 annually to incarcerate a young adult. Why not put those resources to better use? . . . This is not just a construction program. It builds communities one building at a time and builds lives one life at a time."

Organizations and Roles Involved

A staff of 10 operates the YouthBuild Sandtown Project. Staff roles include a project director and program manager, two administrative assistants, two teachers, two counselors, a construction manager, and one construction trainer. The teachers design academic curriculum tailored to individual student needs. The construction manager and trainer oversee the reconstruction of the homes.

Engagement of Students and Families

Participating adolescents and young adults play key roles in determining the nature of the project. For instance, all staff meetings have youth leaders present and participating in project decisions — from dress codes to construction. In addition, a Youth Policy Committee provides participants not only genuine decision-making roles, but also opportunities to develop decision-making, communication, facilitation, and negotiation skills.

Because many of the participating adolescents and young adults are "on their own," the [illegible] forms of parent engagement may not provide for an appropriate understanding of the issues. For instance, adults within the Sandtown neighborhood have come together in support of project participants. On nearly a daily basis, community members stop by the construction sites to talk with, support, and sometimes just to say hello, to the neighborhood's [illegible] at work.

Program Impact

Numbers cannot tell the tale of transformation. To understand the impact of the program, one must look to individual and community acts and actions arising from the project.

Project participants created the "Straight From the Heart" program where they go into local elementary and middle schools to talk about their lives. In so doing, they take the glamour out of dropping out of school and out of the drug culture.

Baltimore's Mayor Schmoke is encouraging and supporting participants to start their own businesses in the neighborhood.

When program funding was threatened, participating adolescents and young adults garnered [illegible] signatures of support within the community in less than four hours.

Essential Change Themes

Residents of the Sandtown-Winchester neighborhood, Mayor Schmoke and the Baltimore City Government, and the Enterprise Foundation launched Community Building in Partnership, Inc. (CBP) in mid-1990. The partnership's vision, of which YouthBuild is a central activity, is the holistic transformation of each system in the neighborhood until all systems work for the residents. When housing, education, human services, health care, public safety, employment, [illegible] systems "work," the partnership believes that the once-devastating neighborhood will be a viable community where residents achieve their dreams.

A second theme is that such an intensive transformation requires the involvement of residents as full partners in the process. For example, hundreds of neighborhood residents, city agency officials, and Enterprise representatives came together to launch the transformation in a two-year community planning process. CBP established a shared vision and set goals. YouthBuild arose from the goal to prepare all children to succeed in school and all young adults to enter the work force or postsecondary education, depending on their personal dreams for their future. Ultimately, the project rests upon the belief that strength is not found in a program or money, but in people — within the community and within project staff.

A third theme is the [illegible] and resilient use of existing resources. For instance, CBP from the outset, worked with existing leaders and organizations in Sandtown. They built upon the strengths of such pre-existing organizations as BUILD, the Sandtown-Winchester Improvement Association, Sandtown-Winchester Community Development Corporation, Sandtown Habitat for Humanity, and local churches. In this way the project garnered the support of funders (i.e., BUILD, Habitat for Humanity, [illegible] Foundation/Baltimore Institute) and influential local politicians and leaders of policy (i.e., Mayor Schmoke and Barbara Mikulski).

[illegible] Services

Finding and applying for financial aid — Through the [illegible] Loan Program, the project provides graduates with [illegible] in college scholarships.

[illegible]

[illegible] spending time at the construction site to observe and talk with project participants and to see first hand the community support.

Pathways to Families & Communities

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Introduction

Pathways to Families & Communities

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[illegible]

An Achievable Dream

Contact Person: [illegible]

Address:
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Phone: [illegible]

Demographic Information

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Program Description

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Canton Middle School

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Crawford Community Connection

Contact Person:
[illegible]

Address:
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[illegible]
[illegible]

Phone: [illegible]
Fax: [illegible]

Demographic Information

Crawford Community Connection (CCC) is a coordinated effort by the San Diego Unified School District in collaboration with participating community and governmental agencies to provide support services to families residing in the Crawford Cluster. The Crawford Cluster is a geographic area consisting of 11 neighborhood schools, including nine elementary schools, one junior high, and one high school. The CCC serves 2,383 students from 808 families. Forty-eight percent of the Cluster's students have limited English proficiency. The area, predominantly African American, Hispanic, and Southeast Asian, ranks at the bottom of the City schools' mobility index and at the top of the free lunch statistics.

Program Description

CCC connects parents to community services and serves as a single entry point for community aid. In this way, it hopes to gain the confidence and trust of families who will believe that the school cares for their children and for them.

A partial list of what the program currently connects families to includes: banking services, legal services, alcohol and drug referrals, crisis hotlines, bus referrals, Regional Occupation Center, job assistance, Catholic Community Services, daycare at the Jewish Community Center, family planning, medical and health care, parenting support, family counseling, shopping tips, housing references, continuing education, clothing, furniture, and numerous other services and referral programs. Further community support arose from direct connections with neighborhood churches who have provided relief services, free space for events, and loans of equipment and materials.

Program Rationale

The goal of the CCC is to provide families with

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the necessary support to insure regular school attendance and to promote academic success by involving parents in their children's education. The program enacts the proverb that "it takes an entire village to raise a child." In 1990 CCC administrators formed a task force to deal with school problems. They believed that their decaying community could no longer support the achievement of the high aspirations of its members. Educators needed to have students physically and mentally ready for school, and local families often lacked information and resources necessary to satisfy these needs.

Organizations and Roles Involved

Administrators from the Crawford Cluster, San Diego Unified School District officials, the University of California at San Diego Medical School and students from UCSD all played a role in initially developing a program centered on school-based services capable of removing the psychological and social barriers to student learning.

Now that it is established, the CCC acts as the first point of contact for families. Staff then directs possible recipients to scores of community, state and federal agencies, churches, businesses and private organizations. The Governance Team makes all program decisions. The Team's bi-monthly meetings help bring consensus-building under a rule of inclusion for representative nurses, counselors, social service advisors, principals, parents, staff and community organizations. The director is responsible for carrying out the team's decisions and managing the day-to-day running of the program.

Engagement of Students and Families

All parents or guardians of new students registering in any of the Cluster's 11 schools fill out a voluntary information form that is evaluated by school-site nurses. From these forms, families are identified and then case workers make home visits to determine the types of services that will meet the needs of the families. The program encourages families to call or drop in to the facility. After recommendations for services are made, the appropriate representative makes a follow-up visit or phone contact. Further recommendations are made, and staff insures that parents can complete the necessary paperwork. Families and their children are responsible for making the connections with agencies, and CCC acts as an intermediary only if problems arise. Parent rooms, staffed by volunteers, now exist at six of the member schools and have expanded family involvement in the CCC.

Program Impact

In just its first year of operation, the program provided services to over one-third of the 9,000 students in the Cluster and nearly one-quarter of the Cluster's families. Attendance has risen Cluster-wide and has been followed by a decrease in family transience as families become settled and active in the community. An unanticipated pleasant spin-off from the project has been an increase in ADA funds which has helped make even more services available to students.

Essential Change Themes

The story of the Crawford Community Connection is one of creative persistence coupled with a collaborative approach. The project succeeded in the face of seemingly insurmountable odds. Administrators squeezed meager funds from existing budgets and started the project in the 1991 school year. Ed Leon, first director of CCC, attempted to match family needs with the community agencies designed to meet those needs. Family needs quickly exhausted the capacity of the pilot program and forced determined Cluster officials to seek help from external agencies. In 1991, Cluster boosters were rejected in their attempt to access California Senate Bill 620 funds (Healthy Start). Determined to hold the program together until they could re-apply for the grant, cluster officials, for the second time, wrung more money from financially strapped site budgets. The second SB620 grant caught the attention of State officials and received funding in 1993 ($100,000 per year through 1996). Additional support could then be leveraged from other sources such as San Diego Gas and Electric, Xerox Corporation, and others in order to equip a 900 square foot facility at Crawford High School. Proud officials promptly hired a secretary, four bilingual aides, and tapped the support of school site nurses and volunteers.

Since SB620 funds will disappear in July of 1996, steps are already underway to insure CCC's continuation. These include a commitment of funds from the district to go toward the director's salary and hiring a grantwriter to seek appropriate funding to maintain the project. In addition, the more than 600 staff members of the CCC schools are strongly urged to contribute both directly and through payroll deductions to the nonprofit organizations that support the CCC. Local businesses are being approached as CCC makes employee and consumer references. In the words of the project director, "Doors have begun to open, and the system must adapt to keep paths clear in order to build a sense of community — one at a time."

Apart from money, communication between schools in the cluster presented large initial roadblocks. Now, CCC schools have similar calendars, coordinated site improvement days, student visitations to sister schools, and the beginnings of curriculum and guidance articulation among the 11 sites. District barriers have appeared as the large-district bureaucracy treats the newly designed program as a single school site. This has slowed responses, especially in instances with great need for a quick response to emergency needs. Project officials are hopeful that new directions and a cut back in paperwork will help resolve these inevitable bureaucratic problems.

Site staffs need more time to interact and develop needed school services, activities, recreational programs, nutritional programs, and career and educational planning for parents and students. There is also a definite need for more nurse practitioner hours and proper facilities for immunizations, screenings, and other medical services. Some of these issues may be resolved when the San Diego Unified School District enters a pilot project with Medi-Cal whereby Medi-Cal will reimburse schools for health services delivered on-site by certified health professionals.

If You Visit, Do Not Miss . . .

. . . the opportunity to converse with the director and the case workers. Since most of CCC's contacts are made by school nurses, and their family meetings are completed in the home of the client, do not expect to see a beehive of activity. If you stay in the office long enough, however, you will see students drop in just to say hello, parents delivering snacks as a gesture of thanks, and community residents dropping off items for distribution to community services.

E=MC²

Expanding Effective At-Risk Programs = Michigan Communities Making Change

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Demographic Information

The bulk of E=MC² takes place in southwest Detroit's Lower Woodward Corridor. The residents of this predominantly African-American community contend with severe economic difficulties. In this area, 55% of the families qualify for Public Assistance; 52% have family incomes below the poverty threshold; 81% of the population are unemployed; and there is a 79% illiteracy rate among those with less than a high school education or GED. Among the children and adolescents in the community, 61.3% live in families headed by a female; 33% of the population under 18 years of age live in poverty; and the local high school has a 60% drop-out rate.

Program Description

The focus of the program is to provide wrap-around prevention strategies for youth and their families through the development of a neighborhood-based, youth-driven, community learning center. The vision is a multi-purpose child development center to address the needs of infants through eighth-graders in programs planned, enacted, and monitored by neighborhood high school students.

There are four major components to the E=MC² program: Teen Leadership, the SPACES Adventures in Science Program, The Edmonson Elementary After-School Program, and the Parent Education Program. 4-H staff facilitators, 4-H volunteers, and trained teen program workers run all four components.

The *Teen Leadership Program* identifies, selects and trains neighborhood teens to serve as program workers with the responsibility for planning, enacting and monitoring programs for younger children. Responsibilities of program workers include brainstorming program options, developing and utilizing educational learning centers, supporting each other, and maintaining

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the physical structure of the unit. Each teen program worker is paid a nominal fee and is expected to volunteer hours to the program as well. Through their efforts, they learn leadership and teamwork skills, effective communication, and enhance their ultimate employability. In addition, the program workers develop a sense of commitment and close personal and working relationships with each other, their 4-H staff colleagues, and other community members.

The *Jeffries SPACES Adventures in Science Program* is one of the programs developed with the Teen Leadership Program. Jeffries prepares children for a high tech and global future by helping them discover more about the outer space of the world, the inner space of themselves, and the shared space of membership in a community. The program provides relevant and enriching science and technology activities for children. The teen workers develop learning centers to engage children in different topics and simultaneously to develop their own creativity and teaching skills. Each teen serves as a mentor to five children and provides support, encouragement and incentives to keep them involved.

The *Edmonson Elementary After-School Program* consists of a variety of enrichment sessions covering a wide range of topics, including science units, photography, African Cultural Awareness/Self-Esteem and Personal Awareness. The focus of all the sessions is to provide support, develop skills, and explore careers.

Program Rationale

E=MC² originated out of a community-based visioning process to address the needs of the community's children. Its purpose is to "build the capacity" of the 4-H staff, neighborhood youth and family service providers to develop effective educational strategies for economically distressed children and families. The goal is to help participants realize educational and career dreams through enhanced educational opportunities, career awareness and leadership training.

Organizations and Roles Involved

E=MC² is a collaborative community-based program involving Michigan State University Extension, Wayne County 4-H, the Detroit Housing Department, the YWCA, and the Neighborhood Family Initiative.

Engagement of Students and Families

E=MC² engages families in a myriad of manners. Their Parent Education component consists of a parenting instructor who works with parents on various aspects of personal, career and community development. Individually and in small groups parents receive assistance in conflict resolution skills, career opportunities and cultural pride. Another aspect of the program is focused on helping parents become more actively engaged in their children's' education by learning how to be more effective tutors and by helping elementary children begin to develop career paths. This work is supported by sessions held in conjunction with the Edmonson After-School Program that include "Exploring and Mapping Early Career Paths and Developing Student Portfolios" and a parenting skills workshops.

Program Impact

One of the more exciting impacts of the program is the empowerment of youth to provide programs for other youth. The concrete evidence of impact is two successful programs (SPACES and Edmonson). Through these fully operational programs, the teens are not only building bridges to other children and their families, but also constructing pathways to their future education and careers. As an indication of the success of this young effort, 131 children and young adults participated in a 3-1/2 hour Family Celebration/Recognition Program held at the conclusion of the first year of the Edmonson Program. At least two adults accompanied each child.

Essential Change Themes

Community collaboration is central to E=MC². From its inception, the cooperation of various service, governmental and business entities worked together to enact the program. The list of collaborators covers all aspects of the program, including funding through a federal grant, the donation of the Jeffries facility by the Detroit Housing Authority, the cooperation of the Michigan State University Extension Program, the leadership of the 4-H Program, and the residents of the Jeffries Homes neighborhood for providing a safe environment in which the program could succeed.

Placing the program directly within the community that it intends to support is another essential change theme. To initiate interest, teams of staff, students and community volunteers canvassed each neighborhood door to door on "community walks" to gather input concerning needs and to explain the program's goals. This built a foundation of support upon which to introduce the program so that it would be accessible to all, yet specifically geared to the strengths, interests and needs of those whom it was designed to support.

Related Domains

Setting education and career goals — Whether the emphasis of program activities specifically address career or educational information, they still place special emphasis on the connections between what is done today as being part of the path to one's dreams for the future.

Developing a plan for selecting and taking high-school courses — The 4-H staff work closely with the teens to monitor their academic performance and to mentor them in terms of the high school curriculum needed to open the doors to their chosen futures. Students also receive coaching in learning the kinds of questions to ask in school to gain information about postsecondary education options.

Understanding the job market and the world of work — Community members meet with, and often become mentors of, students. These personal connections are reinforced by the E=MC² project manager, who stresses the relevance of the skills the teen workers are developing to the world of work.

Identifying and applying to postsecondary institutions — Students speak with representatives from different colleges and participate in campus visitations.

Finding and applying for financial aid — Representatives from Michigan State University meet with students to familiarize them with the university system, the people and the roles involved in the process, and the resources available through the university. These meetings build students' comfort level in navigating the process of accessing resources and finding information about universities and their programs.

If You Visit, Do Not Miss . . .

. . . the Teen's organizational meetings with the Jeffries SPACES program where they plan the learning center activities for younger children. The skills they develop will serve them a lifetime, as will the inspiration the meeting provides the visitor.

. . . the community member career-pathway presentations.

. . . the teens working with elementary age students in both the after-school program and SPACES.

I Care Program

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Demographic Information

The I Care Program began at the Dr. Bernard Harris Elementary School in Baltimore, Maryland, in 1988. The school serves approximately 600 kindergarten through fifth-graders with a faculty and staff of one administrator, 20 teachers and six assistants. More than 98% of the students are African-Americans.

Program Description

The I Care Program focuses on families. A seven-member, parent-involvement team meets regularly with staff and community volunteers to plan topics for school-site workshops. Together children and their parents attend the workshops, co-facilitated by school staff and community volunteers. The workshops, by combining content and pedagogy, teach traditional school subjects, as well as model the kinds of learning activities children experience in the school. School and home activities both change as a result of these workshops and provide familiar and consistent patterns for children. In this way, parents and teachers are more likely to become partners working together for the benefit of the school learning of the children they share.

The notion of consistent care is also evident in the program's peer mentoring program. Students work with other students — sometimes younger students, sometimes their grade-level peers — to improve academic skills, cultivate similar interests, and improve behavior. For example, an older student, perhaps experiencing behavior-based conflicts with adults, may, in the course of teaming with a younger student experiencing similar conflicts, improve his or her own behavior. The basic philosophy of the mentoring program is that peers, rather than an adult, are sometimes better able to support each other — whether it be academically, behaviorally, or in sharing interests and talents. In addition, the act of caring supports both the receiver and the caregiver.

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Care is also evident in the program's informal motto of "We go the extra mile." For example, the program offers computer skills training for parents on Saturdays, as well as evening programs in Science from 5:00-7:00 p.m. Another example is the multitude of formal (e.g., surveys) and informal (e.g., conversations) mechanisms school personnel use to tap into the strengths, interests and needs of parents.

Program Rationale

I Care exists because of a belief that parents are the key players in their children's education. The name, I Care, indicates the program's goal of personal, individual involvement of every parent in the education of children.

Organizations and Roles Involved

A School Improvement Team of approximately 14 members governs the school. The 14 members represent various school constituencies, including parents and community members. This committee, with input from staff members, makes all school decisions. The Parent Involvement Team, responsible for planning all parent-student activities in coordination with the parent-teacher organization and the I Care Parent Club, is an off-shoot of the School Improvement Team.

Community members, politicians, and service agencies, knowing the school wants them involved in the lives of students and their families, volunteer their support. Some speak to workshop groups, some read to children, some help produce the newsletter, and others volunteer health services. On Career Day, for instance, 42 men from the local church shared their careers with students, parents and teachers. Outside service agencies such as Johns Hopkins University, Funding for Educational Excellence, and the Maryland State Service Alliance provide funding for after-school workshops and other project activities.

Engagement of Students and Families

I Care uses the Epstein Model of Family Engagement to organize and understand their work with families. For instance, in the "Communicating" category, the school sends home flyers, notes, a parent newsletter, and a principal's newsletter.

In the "Volunteering" category, faculty and parents co-facilitate the training of 17 to 20 community volunteers each fall with continuing support throughout the year.

In the "Learning at Home" category, parents receive instruction on working with their children at home in academic content areas (i.e., reading skills) in ways that are enjoyable for the child and the adult. Parents receive books from the library, as well as possible "higher level cognitive" questions to ask about the stories. Parents also receive packets of activities to use to follow-up in-school learning activities. By their request, parents also participate in 20-minute individual "workshops" with teachers and the parent educator.

Program Impact

The "hardest" data directly attributable to the program is the growth of parent participation in project activities from 15 parents in 1988 to over 400 parents in 1995. During the same time period, teacher participation grew from four to 20. In addition, attendance has risen, and academic scores have improved. Graduates return to speak with students about the effects of the program on their lives as well as to perform community service in the school.

Essential Change Themes

The Fund of Educational Excellence provided initial seed money for the program. With these funds the project established an I Care Team composed of teachers, parents, administrative assistants, and the principal. This group proved instrumental in getting the program off the ground. In addition, a supportive principal played a key role. She works effectively with the parent educator in identifying the key issues to address. For example, she assisted the program in analyzing test results and presenting the meaning of those results to parents and faculty. The principal also maintains a high visibility at all program functions. In doing so, she publicly recognizes the importance of making parents feel not only welcome, but also key contributors in the education of their children.

A key constraint the program overcame involved the intimidation factor of the school on parents. For instance, initially, school personnel and parents tended to conceive of parental engagement as parents coming to school when problems arose. Gradually, teachers learned to welcome parents and to view them as wise and influential contributors to the school. As school attitudes changed, parents learned to be trusting and open with staff. Connected with these attitudinal changes, project personnel find ways to show their appreciation for the engagement of parents. As Loretta McLairn notes, "We're always saying 'thank-you' to parents for their involvement in the program. We do this by writing notes, sending cards and holding luncheons."

Parents and staff also regularly receive a newsletter accentuating the positive things that are occurring. Parents and staff together attend conventions which speak to the benefits of parental engagement in the school lives of their children. In this way, the program and its results become visible, and the neighborhood "word-of-mouth" network brings in parents. More parents bring more strengths to the program, benefits increase, and a constructive cycle grows.

If You Visit, Do Not Miss . . .

. . . the Success for All Reading Program.

. . . a meeting of the Parent Involvement Team.

. . . after-school and Saturday programs for children and parents.

. . . dramatization classes facilitated by the school's media specialist.

. . . P.A.C.T. Project.

Now For The Future

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Demographic Information

Planned Parenthood is a well-established social agency offering family planning services to a largely low-income population in central and southern Indiana. Located in Indianapolis, Planned Parenthood provides managerial oversight and programmatic support for the Now For The Future project. The project resides at the Concord Center in a lower socioeconomic neighborhood on the city's south side. Approximately 30 children and adolescents between the ages of nine and 16 participate in the program, as do 25 adults, most of whom have children in the program. Approximately 60% of the participants are European-American with the remaining 40% African-American. Nearly 80% of the parents possess a high school diploma or less. With rare exceptions, all the youths qualify for the free and reduced lunch program.

Program Description

Now For The Future is a holistic teen-pregnancy prevention program providing enriched lifestyle options as an alternative to adolescent pregnancy. The successful work of the Children's Aid Society in Harlem, NY, in operation since 1984, provides the model for Now For The Future. The Indianapolis effort began in September 1993 as part of a four-site national replication project. Still in its programmatic infancy, this site offers insight into the perils and potentials of finding a good idea elsewhere and making it one's own through enacting it in one's own context.

The program links a variety of support services for youth and their families including:

- family life and sexuality education
- medical and mental health services
- lifetime individual sports
- computer literacy

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- creative self-expression
- life skills training
- educational assistance
- job club/career awareness
- guaranteed college admission.

The program requires young people to attend school and provides them with annual assessments in math, reading and writing. These assessments provide the data for individualized tutoring and homework support offered weekly throughout the academic year. Students learn about careers through speakers and field trips offered as elements of the life-skills services that also include conflict resolution and budgeting skills. Job Club, offered year-round, provides opportunities for youth to experience the world of work through entrepreneurial and part-time work activities (for which they receive a small stipend). Upon successful participation in program activities and with the recommendations of staff, all participants receive guaranteed admission to a participating university, technical, business or junior college after graduating from high school.

Program Rationale

Planned Parenthood views adolescent pregnancy as "symptomatic of a larger social problem" that requires "intensive, long-term intervention." Now For The Future believes that young people must have opportunities to achieve their potential. The concept for success is not a "one-shot program, but one that is there for them (youth) on a daily basis and from year to year — offering opportunities, support and counseling."

Organizations and Roles Involved

A multitude of organizations support the program through collaborative agreements. Planned Parenthood manages the program and offers family life and sexuality education. Concord Center provides the building site as well as family and individual counseling services. Fountain Square Health Center of Wishard Hospital and the southeast Health Center of HealthNet provide medical exams and follow-up. Junior Achievement and Private Employment Specialist conduct the Job Club component of the program and other career awareness activities. Bank One offers free banking services (participants maintain savings accounts as part of the Job Club) and financial management and career opportunity workshops. The Junior League provides tutoring and homework help. Butler University conducts academic assessments. Indiana University-Purdue University Indianapolis (IUPUI) facilitates the college admission process. Local elementary, middle and high schools cooperate by providing grade, extracurricular and incident reports to project staff. Other local arts, cultural, service and sports groups participate as well.

Engagement of Students and Families

Both young people and their parents can participate in the range of services provided by the program. In addition, a parent group meets monthly for support and education. Staff offer ombudsperson support for children and families, often intervening with schools and other social agencies on behalf of families.

Program Impact

Though too early to generate the data needed to judge success, the Indianapolis program has retained all but two of its participants over the course of its first two years of operation. This is significant, given that young people engage in program activities on a daily basis, year-round. A recent survey indicates parents have become more involved in their children's education.

The Children's Aid Society, the Harlem-based project that provides the model for Now For The Future, shows encouraging outcomes. During the Society's first five years, in a community with 50% drop out and teen pregnancy rates, 95% of all participating youth remained in school, and only six of the 350 participants became pregnant or caused a pregnancy.

Essential Change Themes

Planned Parenthood's extensive experience providing sexuality education programs led to staff receptivity to a new intervention approach with the potential of Now For The Future. Following a presentation on the program, the agency's Director of Education and Training took a lead role in convening area service providers for education about the model and a subsequent 12-month feasibility study supported, in part, by the Lilly Endowment. Dr. Michael Carrera of the Children's Aid Society provides education and technical assistance for the replication project through a grant from the Charles Stewart Mott Foundation.

Several factors supported the successful planning and early implementation of the program. The good, long-term relationships between Planned Parenthood and a host of local service organizations enhanced the collaboration necessary to the program. The positive reputation of Planned Parenthood as a service provider generated good will and an expectation of success. The consultation of Dr. Carrera of the Children's Aid Society provided needed information and support in a timely manner. The thorough planning process created understanding and support for the program among the collaborating agencies' decision-makers. Finally, the commitment of Planned Parenthood's Executive Director and Board constructed a space where staff and project participants could take the risk to try something new.

The program brings with it several challenges — some context specific, some inherent in the model itself. Racial tensions at the Concord site create a significant challenge for the program. The project is working to increase sensitivity to gender and cultural issues in programming and staffing in order to address the biases that have become visible among youth and adults.

As with any collaborative effort, coordination costs pose barriers. Administrative coordination burdens include:

- difficulty in scheduling and holding regular staff meetings
- changes in priorities among some of the participating agencies
- negotiating fee structures and service contracts on a semester basis
- "supervising" non-employees.

Finally the program is not cheap in the short-term. While the Children's Aid Society has clearly established the long term social and financial savings, it remains a challenge to justify to multiple funders the nearly $3,300 per participant annual cost (for up to nine years).

Related Domains

Understanding the job market and the world of work — Participants learn about job and work-related issues through speakers and field trips, as well as Job Club activities providing youth with opportunities to experience the world of work directly.

Finding and applying for financial aid — Though still in its infancy, the guaranteed college admission, coupled with seeking financial support, provide the potential for strong programmatic supports in this area.

If You Visit, Do Not Miss . . .

. . . observing the various program components in action.

. . . conversing with program staff to hear first hand how they are dealing with the inevitably non-linear progress of starting up a program. Sometimes one can learn more from the rough edges of a young program than from the seemingly smooth and seamless operation of a well-established one.

Parent Empowerment Project

Sarah Scott Middle School

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Demographic Information

One of the few "true neighborhood middle schools" remaining in Indiana, Sarah Scott resides in a moderate- to low-income housing area in Terre Haute, Indiana. The school building wears its nearly 80 years of age with grace and charm. The student population is 84% European-American, 16% African-American, and 3% Asian, Latino, and Middle Eastern. Over 60% qualify for the free or reduced lunch program. Nearly half of the students reside in single parent homes. To much of the community, Sarah Scott is a "reflection of a declining inner city with preconceived notions about its student residents."

Program Description

Sarah Scott Middle School has built parent capacity to support their children's education within an overall school improvement strategy that includes an integrated developmental guidance system, a systematic talent development process, and an effective parent/community engagement program.

Parent engagement goes far beyond traditional parent duties such as chaperoning field trips and cooking cupcakes for fundraisers. At Sarah Scott it encompasses political advocacy for educational equity. Through a variety of parent-organized committees, parents have assumed responsibilities in educational enrichment, advocacy, academic boosting, finance and public relations. Parents participate on all school committees — including hiring committees (and teacher teams participate on parent committees). In addition, parents serve as career speakers, tutors, substitute teachers, and volunteers in the office, classrooms, and in the Career Center.

In addition to serving the school, parents are in turn served by the school. A Parent University offers two-day workshops on such topics as computers, gangs and religion. Parents attend

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periodic Parents As Educational Partners (PEP) meetings to learn about such specifics as "Helping Your Child Succeed," "Going To High School," and "Careers." A well-equipped Parent Room offers an inviting spot for parents to meet, browse information racks, and converse. Power Breakfasts provide forums for parents and grandparents to meet with Advisory teachers and students.

Program Rationale

Realizing the vital importance of parental engagement in the educational lives of children, Sarah Scott sought to change the "traditional roles of parents in schools and empower them" to become actively engaged in school operations, policy-making, curriculum planning and instruction. They did so by building collaborative relationships where all parties possess a stake in the outcome and become actively involved in its achievement. The primary focus of the collaboration is the student, but parents and school personnel benefit when students succeed.

Organizations and Roles Involved

A Parent Advisory Council (PAC), headed by a volunteer parent coordinator, consists of the chairs of all 10 parent volunteer committees and teacher team representatives. The school principal works intimately with the PAC, and, as noted earlier, there are school personnel and parent representatives on all committees. Thus, though independent, the PAC works in complement with the school. Parents sign a pledge of support at the beginning of the year, agreeing to help promote the school's philosophy and to work as partners with teachers and counselors on behalf of their children's education.

Engagement of Students and Families

Sarah Scott seeks to create a "family-friendly" environment that encourages parents and children to interact regularly and constructively with the school and with school personnel. Parents engage with Sarah Scott in a multitude of manners:

- participating on PAC committees
- volunteering in the classrooms, office and Career Center
- hosting school functions
- attending Parent University courses and other parent education workshops
- dining at Power Breakfasts
- attending Open House, Fall Concerts, Super Saturdays (educational enrichment) and other school functions.

Sarah Scott also communicates with families through parent-teacher conferences and orientation meetings for incoming students, a two-way homework hotline, and newsletters. Teachers and the principal regularly share student achievements and positive behavior in notes to the home.

Program Impact

Parent engagement in schools increased from 571 contacts during the 1991-92 school year to 2,681 in 1993-94. Half of all parents regularly participate in school activities with occasional participation by another 25%. One thousand five hundred parents attended the 1994 Fall Concert, and approximately 80% of the parents attended the annual open house that fall. Administrators report "some improvement" in achievement as measured by test scores that they attribute, in part, to increased parental engagement in the school and in the educational lives of their children.

Parent coordinators speak excitedly about the impact of the program, noting that it places "more importance on school" for students, and that students "know they have more support out there for them." According to teachers, regular open communication with parents has helped break down barriers and stereotypes on both sides and provides the teachers with the support they desperately seek.

External acclaim for Sarah Scott's success arrived in 1995 and included:

- special commendation as a "Strong Families, Strong Schools" site by the National Education Goals Panel and the U.S. Department of Education
- the only secondary school recognized by the National Education Goals Panel at the National Governor's Conference
- a visitation by U.S. Secretary of Education Richard Riley.

Essential Change Themes

Three factors supported the initiation and enactment of the Parent Empowerment Project. One is the visionary leadership of the school principal who was willing to take the risk of inviting parents into the school on an equal basis. An assistant principal when the program started, she wanted to increase parental engagement. Her interest led to the institution of outreach parent meetings nearly a decade ago. Parent volunteers from each of eight feeder-elementary schools were encouraged and supported to host parent meetings on their "home turf." These informal orientation gatherings broke the ice and signaled a willingness to engage parents actively and equally with the school in support of the success of children.

A second supportive factor was the school's participation in the Lilly Endowment-funded Indiana School Guidance and Counseling Leadership Project (ISGCLP). ISGCLP provided a momentum-building force helping teachers, administrators, counselors and parents reflect upon and plan a cogent school restructuring effort with increased parental engagement as an essential cog. This and other complementary grants provided a leg up in training and information resources, the essential planning time, and a process for thinking about and enacting change.

Finally, political motivation played a supportive role. A 1993 school board decision to build a new middle school in suburban Terre Haute and possibly eliminate the neighborhood school created a crisis among Sarah Scott faculty and parents. A small group of parents created FREE (Families Rallying for Education Equity). FREE, one of the first such parent committees in the area, advocated effectively on behalf of Sarah Scott as a neighborhood school via public speech and the ballot box. These efforts propelled parents into prominent advisory positions in the district and community. These successful efforts gave birth to a host of other parent-initiated and organized committees that together compose the present day Parent Advisory Council.

Related Domains

Setting education and career goals — The integrated developmental-counseling model, another thrust of Sarah Scott's change efforts, offers students information, guidance and support in exploring career goals and the education needed (in high school and beyond) to achieve those goals.

If You Visit, Do Not Miss . . .

. . . "hanging out" with parents in the Parent Room.

. . . a conversation with the parent coordinators.

. . . an opportunity to hear the stories of administration and counselors on how the efforts began and what supports their on-going success.

Village to Child

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Demographic Information

Village to Child is a community-outreach partnership program developed by Ohio Dominican College in Columbus, Ohio. The young people who participate in the program are all students in the Columbus Public School District and the Catholic Diocese that serves the central areas of the city. While 18 districts and many private and parochial schools serve the larger metropolitan area, Columbus Public School District reflects the typical demographics of an urban, inner-city community. Of the 59,000 students enrolled in the district, 54% are African-American and nearly two-thirds are classified as low income.

Program Description

Village to Child serves, with several related programs, the families and students who live in the economically diverse, predominately African-American community sharing the same zip code as Ohio Dominican College. Neighborhood youth and their families apply for participation in the program. In each of the past two years, 100 middle school students have been chosen to participate in the year-long program. Although financial need is not a criterion for participation, the nearly two-thirds of the students who are economically disadvantaged matches the community percentage.

Once selected, students and their families participate in a pre-entrance advisory session to ensure their understanding of the nature and scope of the program. Each student and family sign a contract outlining their responsibilities in the program. The student contract sets behavior and participation expectations and stipulates the maintenance of a 2.0 (C) grade point average. Parents agree to attend two meetings with their child and program staff — one a pot luck dinner and the other a family conference reviewing student performance at the end of the school year.

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Middle School students initially participate in a two-week summer workshop on the Dominican campus. The students work in small groups jointly mentored by a college student and a high school mentor-in-training, many of whom also live in the neighborhood. The academics of the workshops focus on a piece of literature for the students to read and discuss. Mentors, mentors-in-training, a certified teacher serving as a curriculum specialist, and the Chair of Dominican's Department of Education develop the curriculum and the activities guiding the literature study. The literature selected, as well as the activities and events, change yearly in order to challenge and expand the students' academic abilities. As high school students, program participants expand their participation to serve as mentors-in-training and to work at other jobs on the Dominican campus.

Recently, the project has introduced a one-week, on-campus science camp for sixth-graders entering the program. The science camp prepares students for the academic nature of the forthcoming workshops and helps them develop a sense of community. Project faculty believe it important for the entering cohort to spend time learning to work together and engaging in team-building activities. This way, when they join with older participants who have already developed group cohesiveness, the new students have the necessary skills to become effective members of the larger group. In addition, they develop a basic confidence in their abilities and an understanding of their niche in the program.

The project continues throughout the school year. Students must attend at least one of three tutoring sessions held on campus three days each week. Both middle and high school students receive passes that allow them to use all college facilities. Thus, like Dominican College students, Village to Child students use a comprehensive library with a state-of-the-art computer system, and sports and recreational facilities. Village to Child also runs:

- a half-day program in seven of the neighborhood schools focusing on career-planning activities
- a leadership development program for local high school students
- a mentoring program involving middle school students, college students and employees of the nearby Defense Finance and Accounting Service-Columbus Center.

Program Rationale

Village to Child arose from the Dominican College mission to address social justice issues at the local level. The college surveyed and interviewed community members to ascertain the pressing needs of the community. The community overwhelmingly responded that the support of the academic and social needs of neighborhood youth constituted the community's greatest need — and hope.

The 4,000 students within the zip code area were attending 43 different elementary schools, 21 middle schools, and seven high schools. The majority of the students were bused out of the neighborhood; the community felt that busing exacerbated the lack of community. Local high school drop-out rates were sky rocketing, as were school failures and the numbers of juveniles entering the penal system. The community, through the surveys and interviews, asked the college to design a program to help students achieve academically and establish a sense of belonging and efficacy. The community identified middle school students as those at highest risk.

Organizations and Roles Involved

The vice president of the college (who has since left) and JoAnn Davis, the current director, designed the general frame for the program and then sought funding. The Columbus Foundation, a local philanthropic organization, provided the initial funding. These funds provided transportation, curriculum supplies, snacks, materials for school projects, and stipends for the college and high school students serving as mentors.

The project has since expanded its resources, financial and human, by establishing links with other educational and community organizations. The Columbus Public School System now provides most of the needed transportation. The Limited, Inc. sponsors the Leadership Institute for Village high school students and developed a grant system sponsoring high school students for summer course work at colleges and universities in Ohio and elsewhere. Plans call for pairing these grant recipients with Limited employees in a mentorship program. The Defense Accounting and Finance Services branch of the federal government provides mentors and tutors for the program and supports the project's community service efforts. The employees who volunteer to work with Village to Child receive release time for their participation.

All the summer school mentors are students at Ohio Dominican College. They are selected by an application and interview process open to all students. Once selected, the mentors receive specialized training and a stipend for their work. Although some of the mentors are education majors, the majority are liberal arts and business majors. Following the first year, the project restructured the mentoring component to enhance the leadership and academic skills of the mentors.

Engagement of Students and Families

The program is, in many ways, "about" families, and it structures many policies and processes to engage and support families. For instance:

- Siblings of current participants receive preference for entry in subsequent years.
- Parents are members of the decision-making body (along with other community members and college faculty) which meets quarterly to discuss plans and devise strategies.
- Parents sign "contracts" to enter and stay informed through formal (post-workshop conferences) and informal mechanisms (pot luck dinners).

Program Impact

The program has had a dramatic impact in its initial two years of operation. The grades of middle and high school participants improved significantly from September to June each year. Further, the dialogue with, and outreach to, the community heightened the neighborhood's awareness of education as a social justice issue and garnered strong local support for the program. This, in turn, has prompted the beginning of restructuring efforts at the neighborhood high school because of an increasingly active and organized community.

The program has also had an impact on the college and its students. During the first year, for instance, three college students of color switched their majors to education. The college is now designing a program to recruit currently enrolled African-American college students into the division of education.

Essential Change Themes

Since the inception of the program, Director JoAnn Davis has attempted to weave together college, public school and neighborhood efforts to form a tapestry of support for students and their families. She believes that weaving such a strong, interconnected community of support will create and unify policy and programs that secure the survival of grass-root efforts emanating from within the neighborhood. The initial success of the program has led the school superintendent to change a number of policies to assist the program and help it survive and spread. In addition, he has embraced the model as an exemplar of possibilities for other community organizations and businesses.

The program offers four other critical learnings for groups attempting a community outreach program such as Village to Child:

Pathways to Families & Communities

- An organization cannot come in from the outside and hope to be effective; therefore, physical location in the neighborhood is crucial.
- It requires at least several years of commitment to build, maintain, and sustain a program; therefore, realization that there is no quick-fix is crucial.
- Success demands room to change, grow and alter in order to evolve a program that serves the uniqueness of each community environment; therefore, recognition that change is a work in progress is crucial.
- Raising financial support is a constant; therefore, linking and interweaving multiple connections is crucial so that if funding from one source is lost, the program is not lost as well. For instance, the college just received a grant to begin an Upward Bound Program which will serve 50 neighborhood ninth- and 10th-graders.

If You Visit, Do Not Miss . . .

. . . an opportunity to converse with Project Director JoAnn Davis.

. . . the summer session workshops — both the literature workshops and the science camp.

. . . the work of the mentors and the mentors-in-training.

Indiana *Meeting the Challenge* Mini-Grant Project Descriptions

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Introduction

In addition to the preceding national exemplary programs that address issues raised in *High Hopes, Long Odds*, the Indiana Youth Institute (IYI) initiated the *Meeting the Challenge Mini-Grant Program*. These mini-grants were issued in response to youthworkers, educators, parents, community leaders, policymakers, and others who stated, "Now that we know the data from *High Hopes, Long Odds,* what can we do about it?" These mini-grants offered the opportunity for persons to develop programs that provide solutions to the obstacles and gaps discussed in *High Hopes, Long Odds*.

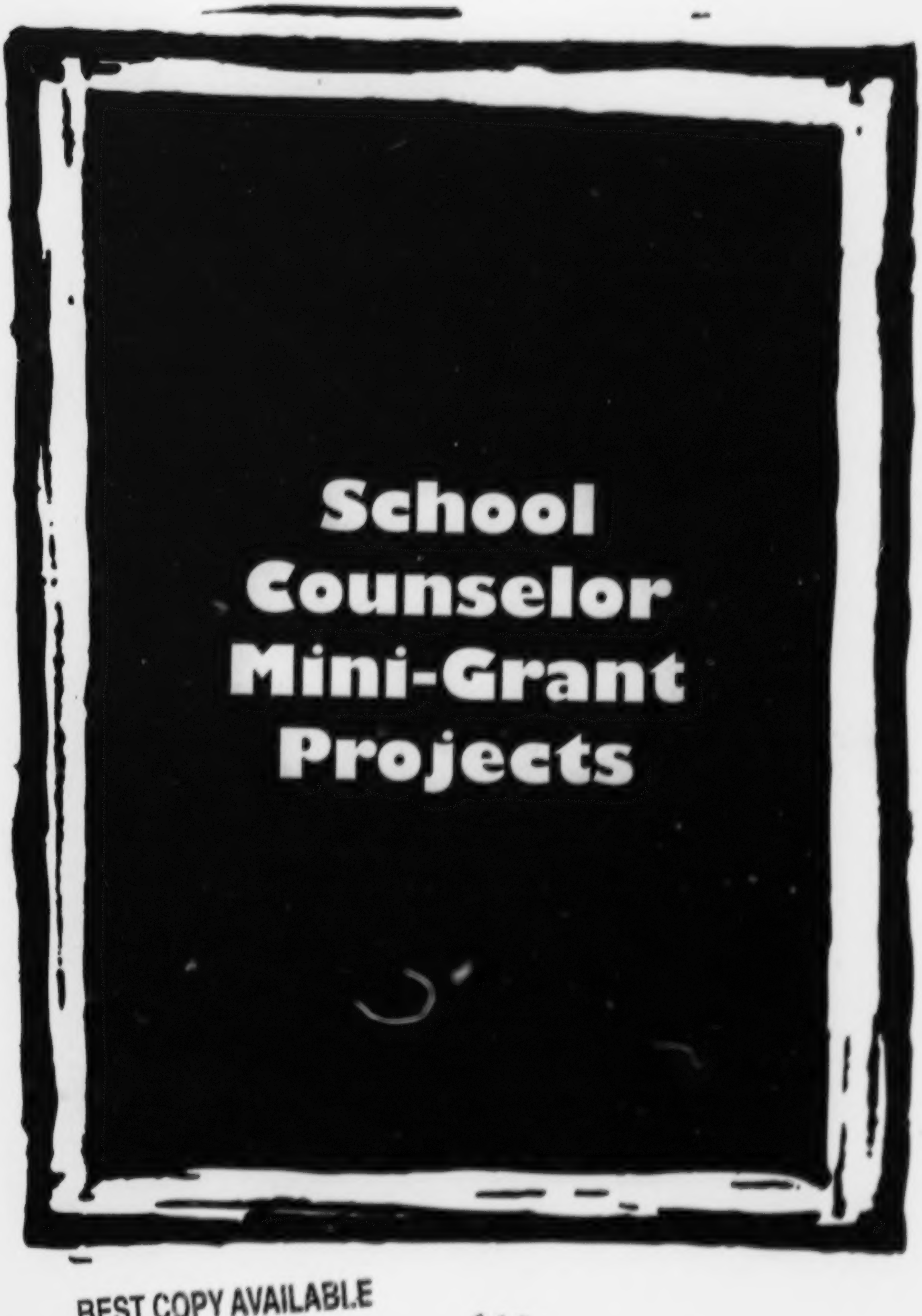
In December 1994 and March 1995, IYI distributed Requests for Proposals across Indiana inviting school guidance counselors and community change-makers to develop innovative programs that confront the critical issues facing Hoosier youth. The grant amounts were limited to $2,000 for school counselors and $5,000 for community change-makers. IYI offered workshops throughout the state to help interested applicants learn how to develop their proposals and learn more about the *High Hopes, Long Odds* report.

In March and June 1995, IYI awarded a total of 35 mini-grants, nine school counselor and 26 community change-maker, totaling over $140,000. Grantees diligently began their projects in the spring, summer or fall of 1995, depending on their timeline and receipt of their grant money. The grant period ended in June 1996, and the grantees submitted a final report to be published in this *Directory*.

The descriptions that follow are just that, the final reports made by the grantees. The format follows essentially the same structure as the national site descriptions. The Indiana mini-grants are also broken down by regions across Indiana on page 112. Our hope is that these descriptions provide realistic options that can be replicated in your school and/or community.

Cross-Reference Grid of Indiana Mini-Grants

Indiana Region	Page Number	Type of Grant Received	
		School Counselor	Community Change-Maker
Southwest Indiana			
George Rogers Clark Middle School, Vincennes	170		X
Paoli Community School Corporation, Paoli	162		X
Pike Central Middle/High School, Petersburg	173		X
Vincennes University, Vincennes/Ivy Tech State College-Evansville	137		X
Southeast Indiana			
Brownstown Central Middle School, Brownstown	127	X	
C.A. Prosser School of Technology, New Albany	134		X
East Central High School, St. Leon	117	X	
Greater Clark County Schools, Jeffersonville	123	X	
Indiana University Southeast, New Albany	155		X
Twenty-first Century Scholars Support Program, North Vernon	147		X
West-Central Indiana			
Greencastle Community School Corporation, Greencastle	119	X	
North Vermillion Community School Corporation, Cayuga	114	X	
Parke-Vermillion Community Education and Employment Corp., Clinton	157		X
East-Central Indiana			
Bartholomew Consolidated School Corporation, Columbus	141		X
Indian Creek High School, Trafalgar	187		X
Muncie Community Schools, Muncie	163		X
Northwest-Central Indiana			
ATLAS School, Lafayette	182		X
Carroll Jr/Sr High School, Flora	129	X	
Twin Lakes High School, Monticello	115	X	
Northwest Indiana			
Drifting Dunes Girl Scout Council, Valparaiso	145		X
Gary Public Library, Gary	164		X
Kankakee Valley Workforce Development Services, Valparaiso	143		X
Lake County Public Library, Merrillville	172		X
Porter Township Schools, Boone Grove	121	X	
North-Central Indiana			
Indiana University South Bend, South Bend	185		X
Ivy Tech State College, South Bend	180		X
The Learning Society of Elkhart, Inc., Elkhart	151		X
Northeast Indiana			
Fort Wayne Community Schools/Fort Wayne Newspapers, Fort Wayne	139		X
JobWorks, Fort Wayne	178		X
Junior Achievement of Northern Indiana, Fort Wayne	167		X
North Adams Community Schools, Decatur	159		X
Youth Leadership Fort Wayne, Fort Wayne	153		X
Central Indiana			
Indiana School for the Blind, Indianapolis	176		X
Indianapolis Public School #259, Indianapolis	125	X	
IUPUI and ICEE, Indianapolis	165		X



School Counselor Mini-Grant Projects

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Introduction

School Counselor Mini-Grant Projects

High Hopes, Long Odds critically addressed several issues pertaining to school counselors.

> *Responsible for 300 to 700 students each and burdened with duties that range from class scheduling and dropout prevention to discipline enforcement and cafeteria monitoring, counselors often are cast in the no-win role of trying to be all things to all people. They are assigned too many tasks and receive mixed signals from their building principals about the priority of each task. Faced with myriad duties — some of which they may be overqualified or underqualified to perform — counselors allocate their time and attention as they and their supervisors believe is best. Unfortunately, the services they choose to emphasize are often not those that students and parents say they want or need. The result: a mismatch between what counselors do and what students and parents want them to do.*

Proposals for a school counselor mini-grant required the applicant to be a school counselor or group of counselors representing any Indiana public school. The project needed to address a counselor/counseling issue from *High Hopes, Long Odds*. The proposal required school administration support and matching funds; it needed to contribute to a long-term change in policy or practice and show promise of continuing beyond the grant period. Grant amounts could not exceed $2,000.

The following nine project descriptions are the final reports of the school counselor mini-grant projects.

[redacted]

Bridging The Information Barriers: A Plan To Make Postsecondary Education & Financial Assistance Information Accessible For Students And Parents

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Jane Warmouth, Counselor

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Demographic Information

North Vermillion Junior/Senior High School lies in a rural geographic setting. There are 447 students in grades seven through 12. Inland Container Corporation and the Newport Chemical Activity Plant are the two main industrial employers in the area. The nearest large cities are Terre Haute and Crawfordsville, Indiana. The 1990 census identified that 72% of the population have a high school diploma as their highest level of education, with only 7.8% having a B.A. degree or higher. Families with children living below the poverty level equal 12.7% of the population with the per capita personal income being $14,467.

Program Description

The program targeted parents of juniors (65 enrolled) and seniors (69 enrolled). Parents completed a survey indicating the best time for them to attend a small group information session with the counselor regarding financial aid and educational opportunities available for their child.

Meetings were scheduled, and each parent was sent an invitation and contacted by phone to encourage participation. Three groups were held for senior parents with 13 attending and one group for junior parents with nine attending. (More meetings were scheduled, but parents failed to show up after committing to do so.) Refreshments were served at meetings, and door prizes were given to encourage participation. Four parents scheduled individual appointments with the counselor. Parents were invited to the annual Career Day in November; however, none attended. A bus trip was planned to take parents to Indiana State University and Ivy Tech in Terre Haute; no parents signed up to attend. A financial aid night was held in January with 20 parents and six students in attendance. Free baby-sitting and refreshments were offered as incentives.

Parents were well informed about activities and times of meetings through a monthly newsletter that was sent to each parent as well as given to students at school. The newsletters also contained important information about financial aid, testing times and scholarships available. Students and parents were each given a pocket folder containing a wealth of information about financial aid and scholarships.

Program Rationale

The program was initiated in an attempt to reach more parents with information about resources available to them. The desired goal was to increase educational opportunities available to students attending North Vermillion through increased parent education and involvement. We hoped that using a more personalized approach would help parents feel more comfortable in seeking information about postsecondary education opportunities and in developing a sense of college tradition.

Organizations and Roles Involved

The program was developed by the elementary and high school guidance counselors in an attempt to respond to the issue of information accessibility to parents presented in the *High Hopes, Long Odds* study. The elementary counselor served as grant coordinator, and the high school counselor carried out the group activities involving parents.

Engagement of Students and Families

Parents were involved directly in the small groups conducted by the counselor. In addition they were involved in the financial aid night informational session. Students received pocket folders and direct information at school regarding resources available. A great deal of information was disseminated through the monthly newsletters mailed to each family and given to students at school.

Program Impact

The extent of the program impact was not as great as we would have hoped: Only a small number of parents participated. However, we strongly believe that the parents who did attend the informational meetings benefited greatly. Their response was extremely positive regarding the meetings.

Essential Change Themes

The counselor spent an enormous amount of time preparing for the groups and waiting when parents failed to show up as promised. The main change theme that we would suggest for the future would be to conduct one meeting each semester for a larger number of participants. We will continue with the evening time that most parents preferred in the survey. We also will continue the monthly newsletter sent home to parents and the distribution of informational pocket folders to students.

Connections: Opening the Lines of Communication

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Ken Thompson, Transition Coordinator

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Twin Lakes High School
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Monticello, IN 47960

Phone: 219-583-7264 ext. 238
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Demographic Information

The Indian Trails Career Cooperative consists of eight schools in Region Four of the State of Indiana. The Local Education Agency (LEA) of Indian Trails is Twin Lakes High School located in Monticello, IN. Monticello is in White County. Created in 1834 by the Indiana General Assembly, White County was named for Colonel Isaac White, a distinguished military leader who fell in the Battle of Tippecanoe. As the county seat, Monticello was named after the home of Thomas Jefferson. The county contains 504 square miles, making it the fifth largest county in the state of Indiana.

Monticello combines a strong agricultural community, an aggressive industrial area and some of Indiana's most outstanding recreational facilities. Monticello is home to Indiana Beach whose theme is "There's more than corn in Indiana."

Monticello is 85 miles northeast of Indianapolis, 119 miles southwest of Chicago, and 318 miles southeast of Detroit, Michigan. The population of the county is 23,816 people (1994). Monticello is home to 5,237 people (NIPSCO, 1991). Twin Lakes School Corporation has 2,675 total students, with a nine through 12 enrollment of 860 students.

Program Description

This grant gave Twin Lakes High School counselors the opportunity to use an alternative flex schedule for meeting with incoming freshmen and their parents during the summer vacation weeks. Counselors explain various curricular options. A written agenda lists topics to be covered during the parent-student visitation. Counselors answer questions and address concerns. Parents, students, and counselors sign the agenda validating that discourse over those topics took place. The average time spent is 60 minutes. Flex schedule hours ranging from 7:00 in the morning to late evening accommodate parents working different shift patterns. Saturday hours were also made available.

Nearly 99% of parents and students attended. This kind of total involvement is unusual for most parent meetings, and counselors were pleased to have this opportunity to meet face-to-face with parents. Students addressed some of their fears about entering the high school and were able to meet their counselors right away, providing them a friendly face they could turn to if problems arose. Parents could address concerns about their child's academic or behavioral performance in school.

A series of group meetings for parents of students in grades eight through 12 provide counseling staff with information to evaluate and improve existing policies. Because the parents and students were informed about the myriad options available to them, they became better educational consumers.

Program Rationale

Indiana Public Law 19 outlines what must be included in a career plan. It reads: "In consultation with the student's guidance counselor, after seeking consultation with each student's parents, and not later than the date on which the student completes grade nine, each student shall develop a career plan." The IYI grant gave counselors the alternative flex schedule to address this issue, an opportunity to explain course sequences for academic/regular diplomas, and time to plan for postsecondary education and /or entering the world of work. One important goal at Twin Lakes was to share information with other schools in our cooperative. The nearly 100% rate of participation has prompted the other schools in the Indian Trails Cooperative to consider incorporating the Twin Lakes concept for all freshman students.

Organizations and Roles Involved

The counseling program involved 221 freshman students and their parents. Three counselors (two females and one male with 25 years of experience between them) worked through each student's schedule. Working in a supportive role was the administrative staff and counseling office's secretary. Each Twin Lakes counselor is assigned an average of 250 students. As stated in *High Hopes, Long Odds*, "Most counselors spend only 20% of their day acting as advocates for students." This leaves little time during the school year to spend 60 minutes with 221 freshman and their parents.

Engagement of Students and Families

A key factor in the success of youth is the importance a family places on his or her son's or daughter's education. The goal of the flex time was to bring students and parents together with counselors to make critical educational decisions. By involving all parties (students, parents, educators, and the community), education can take place.

Essential Change Themes

Counselors in today's schools must work as agents of change throughout the entire high school experience. To change the status quo in school takes time and documented proof of accomplishment. The flex schedule has been well documented and found to be an effective tool that can now be added to the arsenal. Twin Lakes counselors are serving as a catalyst for promoting positive and healthy schools where all people are respected and valued for their contributions to each student's education.

Parents, students, and the community of Monticello have expectations that students will master basic and essential skills. Time constraints, however, present problems. Counselors are often in a session at 1:00 p.m., another at 4:00 p.m., and another at 6:30 p.m. Counselors must drop whatever they are doing to meet the needs of the student's parents. Extra time was allotted for two Spanish students and two Chinese students who spoke no English. Interpreters were available for these students. Thanks to the summer flex and the hard work everyone is doing throughout the year, these students are doing well in a normal school climate.

Focus on Your Future Grade 11 College/Job Site Visitation

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Margaret Stewart

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St. Leon, IN 47012

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Demographic Information

The Sunman-Dearborn School Corporation is nestled in the hills of southeastern Indiana. Bordered to the east by Ohio, the community is heavily influenced by nearby Cincinnati. An ongoing growth and influx of an urban-oriented population has changed the perspective from a rural to a rural-suburban setting with no town to call our own.

One-fourth of the corporation is in Ripley County (Sunman area), and the remaining area is the northern half of Dearborn County. The corporation has no large industry nor factories. Not having a hospital or nursing home, the largest employer is the school system. There is no local town with which to identify (and gain support), no local newspaper or television station. It has become apparent that the school is the primary source of information and recreation for this community.

Program Description

We administered a survey in the fall of 1995 to all high school juniors asking whether they would like to visit a postsecondary institution or a work site. From there, they were to choose a specific work site or institution from their choices made on the 1994-95 survey.

We currently have a class of 320 juniors. Usually about 50% of our graduates go on to higher education. With this number, we hoped to visit about six postsecondary institutions and six work sites, depending upon student choices. Parents were invited to visit the postsecondary institutions, as space allowed. Most of our students chose to visit a college. Only two van loads visited work sites.

An adult (counselor/teacher) made the contacts with both the work sites and the postsecondary institutions. The adult outlined our goals and objectives for our students. At the work place, we wanted the employment personnel to discuss company expectations (e.g., attendance, work ethic, dress, loyalty). We wanted our students to see an actual employment application and learn the education levels required and the various jobs within the company — both entry level and professional. Last, we wanted our students to tour the facility and observe the actual skills necessary for various jobs.

At the postsecondary institution, we asked the admissions office to discuss entrance requirements and the financial aid personnel to discuss need-based aid, loans, scholarships, work-study, and co-op programs. We wanted college students to talk to our juniors about study habits, need for good grades, and student life. Also we requested that a student give our juniors a tour of the campus.

The trips to postsecondary campuses and work sites were scheduled on Fall Break and on Saturdays. Another teacher accompanied the counselor on each trip — sometimes two, depending upon the size of the group and the number of parents going. The trips required an entire day. All students completed an evaluation of the trip and were also given extra credit in English to do an oral report. However, students were not required to go.

Work sites visited included Valeo and Geo-Com in Greensburg. Postsecondary institutions visited were: Purdue, Vincennes, Indiana, Cincinnati State, Northern Kentucky, Ball State, University of Cincinnati, Miami of Ohio, and Hanover.

Program Rationale

The career program in place at East Central begins with general career information at grade nine and continues the following year to focus more on the individual student. No program was in place for juniors, where individual career information and guidance needed to continue. We believed that on-site visits to postsecondary institutions and work places would give these students an appreciation for the need to be more fully prepared for their futures and provide them with the information to make better choices in preparing for the job market.

Organizations and Roles Involved

Colleges and work-sites welcomed the visits. Several furnished our students with lunch. All of them gave valuable information and literature. Our corporation gave matching funds for the grant. Our staff gave their time — during Fall Break or on a Saturday. English teachers incorporated the projects into their curriculum to help with follow-up activities. Sixty percent of our students visited a work site or college (188 of 316). More students now wish they had "given up" a day to make one of the trips. However, the oral sharing of information in the classrooms benefited everyone.

Engagement of Students and Families

Parents participated in selecting where the students would go (and had to sign the field trip request form). As space permitted, parents accompanied us on the visits. One teacher went so far as to summarize the information from the oral reports, type it, and distribute it to the students.

Program Impact

Guidance, administration, and English teachers bonded to make this work when the scheduling of buses became a problem. Students realized what it takes to get into those colleges and what skills are needed in the work force. The corporation provided us vans. College and work site staff were wonderful! Sophomores said, "Will we get to go on a college trip next year?" Students changed schedules to take more demanding classes. Students realized that rank and GPA are important.

Essential Change Themes

A major constraint was that our school buses could not be used to take the students to colleges during the school day because of our distance from colleges and that the buses must run morning and afternoon routes. There is not enough time between 8:00 a.m. and 3:00 p.m. to go to colleges, take a tour, and return in time for afternoon bus routes. Sixty percent of our students went on the trips. If the trip had been on a day other than Saturday or Fall Break, more students would have gone, but at least this way we had only interested students. In the 1996-97 school year we will encourage non-college bound students to visit a work site.

Monies left over from this year's grant are to be encumbered to begin the project again in the fall. The corporation has already contributed an additional $500 for next year, and our superintendent says if the project continues to work well, the corporation will fund it in 1997-98.

Lunch With School Counselors: A Program That Brings The School Counselor To The Parents

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Demographic Information

Greencastle, Indiana, is a small, rural community of 8,984 residents. The community is host to a small liberal arts college, DePauw University, which boosts the population of the city to approximately 11,000 during the academic year. According to the Greencastle/Putnam County Development Center's Community Profile, the major employment opportunities within the community are blue-collar positions in metal fabrication, packaging, major production, and distribution industries. Hourly wages for unskilled labor range from $5.75 to $6.75, and skilled labor hourly wages range from $9.00 to $12.50. The seven largest industries in Greencastle employ almost 3,000 workers.

The Greencastle Community School Corporation consists of Ridpath Primary School, Jones Primary School, Tzouanakis Intermediate School, Greencastle Middle School, and Greencastle High School, all of which are accredited by the State Performance Based Accreditation Program. The Greencastle Community School Corporation is a member of the Area 30 Technology Center and the Old National Trails Special Education Cooperative. The student population, kindergarten through grade 12, is 2,040. Of the 131 students in the 1994 senior class, approximately 51% who graduated are currently receiving some type of postsecondary education; 37% remained in the community and have entered the workforce; 2% joined the armed services; 2% were foreign students who have returned to their native country, and 24% have moved from the Greencastle area, but their education/work status is unknown. Approximately 35% of the students' parents are employed by one of the seven largest industries in Greencastle.

Program Description

"Lunch With School Counselors" (LWSC) is a program in which the Greencastle Community School Corporation school guidance counselors go once a month to the five largest industries in Greencastle during the company's lunch periods to present information and talk with employees concerning their children's, as well as their own, educational and career opportunities.

The goal of the LWSC program is to provide face-to-face encounters between the employees/parents of the community's five largest industries and school counselors. Parents would then receive the important information, advice, and guidance needed to enable them to help, support, advise, and encourage their children during the educational and career decision-making processes.

Program Rationale

The Greencastle Community School Corporation employs six full-time school guidance counselors: two in the high school (grades nine through

12), two in the middle school (grades six through nine), one in the intermediate school (grades three through five) and one in the two primary schools (grades kindergarten through two). Career education is a major component of the counselors' work load at every level.

A self study by the guidance counselors revealed that, while many opportunities were present for students to get information about educational and career planning, counselors needed to reach more parents, preferably face-to-face, at the appropriate times. Middle school and high school counselors estimated that within the past year they had seen less than one-third of their students' parents. Also, a large number of parents have little or no postsecondary education and work in blue-collar positions.

In addition, students with less-educated, lower-income parents often experienced other difficulties, and their parents often had difficulty in meeting with counselors during school hours; consequently, counselors had to go to the parents instead of waiting for the parents to come to them. While this program would reach the parents of approximately 35% of Greencastle's students, it would also have the added benefit of reaching a large number of parents with children in other school districts within Putnam and surrounding counties.

Organizations and Roles Involved

Greencastle Community School Corporation school counselors contacted the plant managers of the seven largest industries in the Greencastle area. Of these, five (Happico, Shenandoah Industries, Lobdell/Emery, Wal*Mart Distribution, and Wal*Mart Store) chose to participate in the LWSC program. The plant managers and personnel directors met several times with the school counselors in order to conduct periodic evaluations of the LWSC program. Company representatives responded (and continue to respond) favorably to this program. They feel there is a real need for their employees to have access to a school counselor at their job site. Each plant provided a space for the counselors to meet with employees and advertised the meeting times and days.

School counselors from five other districts were contacted concerning the program. While there was little interest in participating due to the tremendous time commitment of the program, surrounding districts' counselors knew that they were welcome to participate and received the plant visitation schedule. Greencastle counselors acted as referral agents for other school counselors and let them know of any concerns where follow-up was needed.

Engagement of Students and Families

While students were not directly engaged in this project, their parents, in fact all employees of these five businesses, were given monthly opportunities to meet with Greencastle school counselors.

The counselors made up to 10 visits per month to the five plants. This included a number of evening and late night visits in order to accommodate second and third shift workers. The plant managers would announce the visits ahead of time and let the employees know where they could meet with the counselors. The counselors brought various materials believed to be of interest to the employees, such as career materials and information on parenting.

Program Impact

The LWSC program provided many parents of Greencastle students with easy, direct and periodic access to the services of Greencastle school counselors. Through this program, all employees of the five participating businesses had the opportunity to find out about appropriate academic programs for their children, develop a plan for selecting high school courses, how to help their children (and themselves) set education and career goals, identify vocational school and colleges, how to apply for financial aid, and help in understanding the job market. Employees could gain information on parenting skills and programs offered by the school and other community organizations. Finally, the school counselors were also available as consultants and referral agents for any problem an employee might choose to share.

Essential Change Themes

While the program was whole-heartedly supported by the plant management, the school counselors found that there were not a large number of employees who took advantage of the program. It is believed that this was due in part to employees' coveting of each moment of their short lunch period and not wanting to give up any time to talk with a counselor. Another factor may have been that it was difficult for employees to seek information from people they did not know.

The plant managers and counselors got together and brainstormed ways to increase employee participation for the 1996-97 school year's program. School counselors will provide specific, plant-based programs on parenting skills, conflict resolution skills, etc. Employers will encourage employee participation, and some will even make time available during the day, and on-the-clock. Counselors will also look into writing articles that can be placed in plant newsletters. Contests for prizes, such as dinner for two at a local restaurant, should also increase participation. Employee participation will continue to be monitored, and periodic evaluations will be made by the counselors and business representatives.

Both the plant managers and the Greencastle school counselors are committed to the continuation and improvement of the "Lunch With School Counselors" program. It is a program that continues to have great potential for benefiting students, parents, and the entire Greencastle community.

Peer Pathways to Planning

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Porter Township Schools
Boone Grove High School
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Valparaiso, IN 46383

Phone: 219-988-4481
Fax: 219-988-4431

Demographic Information

Boone Grove High School is located in a rural setting, 45 miles southwest of Chicago, Illinois. The school corporation includes two elementary schools, a middle school, and a high school. Currently, there are 480 students in the high school. The student body lacks diversity; the non-white population is approximately 3%. Approximately 4% of the student body qualify for the free lunch program. The community supports no business or town; therefore, the school is the cornerstone of the community.

Program Description

The high school counselor teaches students and parents to do peer facilitating to create better communication. Peer facilitators are service-oriented. It is their mission to provide information, counseling, leadership and guidance in many areas highlighted in *High Hopes, Long Odds.*

The program begins with training in communication and mediation skills. The second workshop emphasizes the establishment of systems that promote action. The peer facilitators design action plans that identify and answer areas of concern. A variety of learning stations and situations allow the peer facilitators to educate themselves in specialized areas that they will be promoting. Throughout the year, peer facilitators then develop the delivery systems which they will use.

Program Rationale

The survey and subsequent report, *High Hopes, Long Odds*, discusses the failure of the schools to effectively communicate information about colleges, careers, tech prep, and financial aid. The number one goal of the peer facilitating program was for student and parent peer facilitators to develop communication systems that would provide information in a more effective way.

Organizations and Roles Involved

Major support was volunteered by a counselor, students, and the parent/teacher organization. The school provided release time for the counselor, building use, food for workshops, postage, paper, and computer use. Kankakee Valley Workforce Development Services provided a trainer and materials for job skills. ICPAC, The American Lung Association, The College Board, and various other commonly used organizations provided information.

Engagement of Students and Families

The goal of the program is to provide more and better communication to students and parents regarding college, careers, tech prep, and financial aid. The preparation of brochures, packets, workshops, open evening and Saturday hours were steps to emphasize such communication. Parents were regularly informed of special programs of interest through individual mailings as well as the PTO newsletter mailed to all students' homes.

Program Impact

Evaluation by students and parents provides an opportunity to analyze results. On-going surveys will further delineate what works and what does not. Anecdotal evidence collected by peer facilitators in the form of journal writing, videos, and pictures offers personal evaluation from student and parent perspectives. The counselor believes that attitudes toward availability of information were improved.

Essential Change Themes

The counselor took the lead in an effort to further stretch her offerings without stretching her stress level. Her enthusiasm and ability to choose effective leaders also set the stage for success. She successfully paired up student and adult peer facilitators. Each share a common respect for the other. Perhaps the best indicator of success is that many of the same peer facilitators have volunteered to participate next year.

Another strong component of the program is the transference of skills. All students who served as peer facilitators evaluated the program in a variety of ways. Their portfolios speak to the successes they each achieved. But they also evaluated what they learned while serving. Without a doubt, the student peer facilitators were themselves strong winners in this program. Their achievement in a multitude of SCANS areas further emphasizes the strong link between action and education.

Challenges fall into four main categories:

- administrative understanding of the goals and demands of the counseling department and the peer facilitating program
- monitoring and coordinating the peer facilitating program
- apathy on the part of students and parents
- community business support.

The Boone Grove High School student/counselor ratio is 480:1. The counselor provides services to all students, including many clerical and administrative services, as well as academic and career guidance and social and personal counseling. The administration needs a better understanding of the burden carried by the one high school counselor to provide all services to all populations. Additional staff is needed to alleviate the work load. The administration should pay the counselor for evening and Saturday hours provided for the community and come up with other creative measures to support the counselor's efforts.

Inability of the counselor to adequately monitor and coordinate the program does not reflect a weakness on the part of the counselor, but once again, an unrealistic expectation by the administration that programs such as this can be successful without much effort. The counselor did compensate by doing much of the monitoring and coordinating during her personal time. All syllabus and initial planning was done in July. The on-going coordination of the program was done largely in the evening or on weekends. A program such as this requires a huge commitment by the counselor and would not be recommended to someone who did not feel comfortable doing approximately 12 volunteer hours per week. This can be a rejuvenating experience for some — a burden for others.

The third category of concern lies directly with the apathy of our society today. Our community is not much different from others. The *High Hopes, Long Odds* report suggests that services are not being provided or communicated. After working in what seemed a nearly perfect communication system this year, many parents and students complained that they "didn't know" or "never heard" or "weren't aware." Many parents did not participate in the workshops but demanded individual appointments to figure out their financial aid or do their child's college application. Our peer facilitating provided workshops in the evening, brochures for planning, letters of explanation and directions mailed directly to the home; still, some parents and students were not responsible in accepting the information system developed specifically for them.

The final category suggests a lack of support from business to express to students and parents what is expected after graduation. Because there is no business in our rural area, the counselor will develop a plan next year to send students out into the surrounding business area where our citizens shop and work. These students will develop partnerships and encourage further participation.

Conclusion

Overall the portfolios and evaluations speak favorably of the Peer Pathways to Planning program. Although the program may encounter areas of evolution as new needs and demands arise, it should be continued in the future.

PREP (Planning Record for Educational Progress) Program: Keeping Parents Informed

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Demographic Information

Greater Clark County Schools (GCCS), the 17th-largest school district in Indiana, operates 18 schools, including 12 elementary, three middle and three high schools. The total Greater Clark student population is approximately 9,900, of which 2,800 are high school students. The three high schools vary in size, with the largest to smallest enrolling

1,950, 625, and 225 students, respectively. GCCS provides a broad range of courses, including advanced placement, college prep, and eleven comprehensive vocational programs instructed by certified and licensed teachers. In a given year, however, somewhere around 200 high school students drop out of school, and most of these students, unfortunately, have no career plans or plans for further education.

Program Description

PREP (Planning Record for Educational Progress) was intended to inform parents of freshmen about major decision points across the high school level and to do so in a way which would be efficient, user-friendly and practical. A group of counselors worked together to develop a folder that had the joint purpose of informing parents about career choices, courses, etc., as well as to provide convenient storage for important documents. The folder contains lists of:

- suggested materials to keep
- the three areas of study (school-to-career, career skills/technology, and college/university preparation) and courses needed for each
- required courses for graduation
- the Core 40 requirements
- suggestions/tips to be distributed to parents of freshmen in the fall.

The first distribution will be through orientation meetings for parents of freshmen. Since some parents will not attend the school or community meeting, the PREP folder and a video explaining the information will be sent home for parents to use at their convenience.

Program Rationale

In Greater Clark, the high school counselors have typical ways of informing parents about decision points in their children's high school career. They do this through parent information nights and by sending information home. However, many parents do not attend the information sessions at school, and material that is sent home is sometimes ignored or not understood by parents. Because of the need for more efficient and effective ways to inform parents of programs available to students, needed course work, college requirements, and financial aid sources, the concept of PREP was devised.

Organizations and Roles Involved

A large committee of counselors met and discussed the idea of PREP. Then a group of five counselors met to plan the PREP folder and write the video script. The Media Department at one of the high schools actually developed the video. In the fall, all counselors of ninth-graders will be using the PREP folders and the videos to acquaint parents with important decision points in their children's high school career.

Engagement of Students and Families

PREP is designed for students and families. Students and families will be present at the information nights and will receive the PREP folder and other information about courses, financial aid, and careers. Parents who do not attend the meetings will be able to see the video that explains the PREP folder.

Program Impact

The Program Impact will not be known until next year (because the time line was changed). Information will be kept on the number of parents who come to information sessions and their evaluations of the helpfulness of PREP; the number of parents who report having viewed the video tape and their evaluation of its helpfulness; the number of parents who call for additional information because of PREP.

Essential Change Themes

The biggest constraint has been time. The original plan was to have the PREP folder and script developed by the beginning of the school year, but some changes in counseling personnel precluded any summer work. Consequently, the folder and video have been completed, but the effectiveness of the program has not yet been assessed.

The work has been supported particularly by three committed counselors who have been able to get other high school counselors in the district excited and involved in the program. Additional support has come from principals who have allowed counselors time away from school to work on the folder and script, and from the TV Department at Jeffersonville High School who willingly took on the video tape as a project.

Soaring To Success
Indianapolis Public School #259

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Demographic Information

Indianapolis Public School (IPS) #259 is located within the Marion County Juvenile Detention Center. The two agencies have been collaborating since 1945. Currently, IPS teachers in social science, math, life skills and GED provide daily instruction to the Detention Center residents. Since 1994, there has also been an IPS social worker full-time at the facility.

IPS #259 serves an average of 100 youth daily. The residents range in age from 11 to 18 years old and are both male and female. They come from all school systems within Marion County. African-American and White are the primary races. Many of the students are eligible for and enrolled in GED programs. The Center averages 144 detainees a day.

Program Description

The Soaring to Success program had two components. The first was two Career Days in which persons from the community came in to talk to the students about their education and their careers. The Career Days were the culmination of two-week thematic units focusing on different aspects of career exploration and job seeking. Volunteers from Executive Service Corps lead sessions on interviewing skills and how to apply for a job. Thirty-four people from the business community participated in the two Career Days.

The second part of the program included two Parent Focus Workshops. More than 80 parents of the residents came to the Center to hear speakers on various topics related to going to college and finding financial aid.

Program Rationale

Many of the students at IPS #259 are bright and talented, even though the perception is that they are not able to perform well academically due to their delinquent status. Most have had little, if any, encouragement from school personnel. They often find that they are taken more seriously and given more information while they are in the Detention Center than when they are in their home schools. Most are not aware of the classes they need to take in high school if they want to go to college or vocational school. They are also not aware of the many careers which are available to them. The Career Days were designed so that the students could learn about a variety of careers and what is needed to pursue a particular career.

Many of the parents have had little involvement in their child's education. Often, they have only had contact with the school when there was a problem. They are often hesitant about calling school personnel with questions. The Parent Focus Workshop provided the parents the opportunity to see their child succeeding in a school setting. Attending the workshop often encourages the parent to become more involved in their child's educational process once they return to their home schools.

Organizations and Roles Involved

The Soaring to Success program has been implemented with the assistance of IPS #259 staff and the Juvenile Detention Center staff. The teachers in math, social science, GED, and Life Skills all implemented lessons, including career aptitudes, job seeking and interviewing skills, filling out forms, calculating withholding taxes, and completing tax forms. Volunteers from Executive Service Corps did workshops twice during the school year. The first day focused on how to fill out an application for a job. During the second day, the students and volunteers were able to role play how to interview for a job. The thematic units culminated in two Career Days. Persons from the community spent the entire day at the Center telling the students about their education and careers and how they achieved their career milestones.

The two Parent Focus Workshops involved several speakers from different organizations. The first workshop was about preparing for college. Persons from Indiana University-Purdue University Indianapolis (IUPUI) and Ivy Tech State College spoke to the parents and students about what classes they should be taking in high school if they want to further their education after graduation. The second workshop focused on the financial aspect of college. A representative from IUPUI discussed the entire financial aid process and the different types of aid available. A speaker from the Twenty-first Century Scholars program discussed the program's mission and objectives and the eligibility requirements. The final speaker was a recruiter from Eastside Community Investments who explained the YouthBuild program to the participants.

Engagement of Students and Families

The students who were involved in Career Days were the residents who were detained on those days and participating in school. Approximately 225 students participated. Approximately 325 children participated in the thematic units for at least one day or through the entire two weeks.

The Parent Focus Workshops were held on Sundays, the busiest visiting day of the week. Though IPS #259 staff do not generally work on Sundays, they volunteered to come in during the workshop to meet with parents and students. Only parents who could stay for the entire workshop were involved in the workshop and tour of the Learning Center. As an incentive for parents to attend, this was a free visit for the student, so it did not count toward the total the children were allowed to receive that week. They were also able to be together for four hours, instead of the one hour they are usually allowed. A total of 82 parents participated in the two workshops.

Program Impact

The students say they have not received this kind of information from their home schools. Many have also stated an interest in doing better in school or completing their GED so that they can go on to college or a job. The parents also appear to be more assertive after attending the workshops and contact schools more to get the student's school assignments. (They send grades back to us after the student is released.)

Essential Change Themes

The Juvenile Detention Center has been receptive to the programming within IPS #259. The 1996 eight-week summer school program is called "Hire Learning — A Job Preparedness Curriculum." It will be taught by the IPS department head and social worker, as well as by teachers from the Vocational High School who specialize in Cosmetology and Graphic Arts. The students will participate in classroom and hands-on experiences, culminating in a Career Day with members of the business community.

Community support is also good. Once a person participates in Career Day, he or she is open and receptive to coming back to participate in the next activity. Most report that they had no idea that there was a school in the Detention Center, let alone that it was doing so much creative programming. It has been easy to schedule speakers for the Parent Focus Workshops. Most were excited about their programs and were eager to share that information with our parents and students. Our biggest problem seems to be lack of space in the Center to have more speakers. Also, because there have been so many speakers, the students were not able to hear everyone. Many indicated that they wish they could have heard all of the speakers.

Money continues to be a problem. Money is not available to buy many supplies or materials for ongoing programming. We often have to rely on teachers to provide materials out of their limited reimbursement funds or out of their own pockets. The Detention Center has helped to supply food and drink on different occasions, which has helped to defray costs. This IYI grant has enabled us to buy some materials for use in the future. We continue to seek outside resources both through grants and through donations from businesses in the community.

S.U.C.C.E.S.S.: Study Skills for Improved Understanding Combined with Communication Equals Student Success

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Demographic Information

Brownstown Central Middle School (BCMS) houses approximately 400 sixth-, seventh-, and eighth-graders. Brownstown (population 3,000) is a small, rural, farming community about 70 miles south of Indianapolis. The town has a strong religious heritage. Its close proximity to the more industrial and growing city of Seymour has caused some growth in the housing development here; this growth has resulted in a small but steady increase in the school population. Less than 1% of the students are minorities. Approximately 21% of students participate in the free or reduced lunch program.

Program Description

BCMS implemented a more structured and active study skills curriculum — including time management, organizational skills, and goal setting — into the advisor/advisee program and reinforced it throughout other programs and within the general curriculum at school. Specific units were taught at the beginning of the year via the advisor/advisee time period. We issued all students an assignment planner and reinforced its use heavily at the beginning of the year and frequently thereafter.

Students targeted for retention were placed in a special program, an alternative to traditional retention. They had an assigned teacher who monitored their work and assignments daily in a study hall specifically placed at the end of the school day to provide closure to the day and organization for the next. Instead of being retained in a grade, students were retained by subject and were promoted to the next grade by subject once they exhibited satisfactory study skills and acceptable work. They went on special field trips, and they had the option of participating in a mentor program with business/community volunteers.

Voluntary study sessions (with complimentary refreshments) were offered after school to all students twice a week from September through May. A newsletter was mailed home every two months beginning in September. It included a calendar of events (sports, dances, etc.) and updates and articles regarding grade-level activities, curricular areas, library activities, guidance concerns, advisor/advisee programs, and much student recognition. In addition, progress reports were mailed home every nine-weeks period. Special announcements were mailed in late summer to invite parents/guardians of incoming sixth-graders to the Open House and to the parents/guardians of eighth-graders to inform them of the Farewell Ceremony at the end of the year.

Parents/guardians served on a parent committee that helped supervise and plan activities at the middle school. Many supervised dances, planned and worked at the eighth-grade Career Day, performed public relations services, attended field trips, and helped with concessions at reward activities.

Program Rationale

BCMS was concerned about the lack of a definitive curriculum to teach and reinforce study skills at the middle level. Students arrive at middle school from a more structured, teacher-led climate; they find that they must take on much of the responsibility of organization, planning, and goal setting. Furthermore, this added responsibility comes at a time when their lives are full of sometimes overwhelming changes — physical, emotional, and social. We needed to structure time to teach such things as study skills, organization, time management and goal setting.

We were also concerned that parents/guardians may not be adequately informed about all aspects of the school, including curriculum and extra-curricular activities. Once students enter the middle level, they often neglect to carry such information home, and parents/guardians are less informed than they were during the elementary years. We wanted to implement ideas that would ensure that their involvement and awareness would continue.

Aware of the research indicating the likelihood of failure by students who are retained, we wanted a means for students to repeat areas they were failing, yet provide them motivation and incentive to work harder. We felt that most students' failure was not a lack of ability, but a lack of motivation and consistent work habits.

Organizations and Roles Involved

Business and community members served as mentors. Presentations were made to various service groups, and through the cooperation of Big Brothers & Big Sisters of Jackson County, the mentors were interviewed and screened. The Brownstown Business and Professional Women helped to sponsor the eighth-grade Reality Store on Career Day. Many business and professional people were involved in the day's events.

Parents were involved in committees, supervision of parties, field trips, dances, and planning and overseeing certain programs, specifically the

Career Day for the eighth grade. One parent was in charge of public relations, keeping in weekly contact with the school office and reporting to the newspapers about upcoming events.

Of course, school personnel were actively involved in all aspects of each of the strategies regarding the improvement of study skills. Certain teachers were responsible for writing the units, and all implemented them during advisor/advisee time. Several teachers took turns supervising the after-school study period. The guidance counselor and principal were actively involved in all components of the strategies.

Program Impact

After-school study sessions (S.O.S.) served 483 students. Many parents appreciated the extra study time supervised by a teacher. Some students involved in after-school sports did their homework in S.O.S. The program was also helpful during conferences with parents to discuss poor academic progress.

The newsletters, progress reports, and special invitations mailed home were extremely helpful to parents/guardians. Attendance at the Farewell Ceremony and the Open House was excellent. Newspapers even printed stories from the newsletters or called us for information about an upcoming event. We mailed the newsletters to the surrounding media, school board members, and central office personnel.

The parents of the students in the alternative to retention program have been mailed an evaluation; however, the results are not all in yet. Teachers and administration, however, have noticed that the number of referrals to the office and other disciplinary referrals declined for these students (we had targeted academic concerns, not specifically behavioral concerns). Although the alternative program was not completely successful with every student, it was with a significant portion, 77%. Of the original group, two were referred for special needs testing as we became more aware of the students' abilities. Parents/guardians of students with mentors reported a significant impact on the students' academic performance.

Essential Change Themes

Time is always a major constraint. It was difficult to find time to complete the mailings, work with the parents, and evaluate the students in the alternative program. We met frequently with their supervisor to discuss progress and placement. The supervisor struggled to stay informed about classroom assignments; we tried different ideas. The several schedule changes were also challenging to administer.

Dealing with change and forging the way with a new idea (the alternative program) was also difficult, but we learned a great deal from the process. As a whole, the staff supported all efforts, and many gave 100% to help make them successful.

Work Force 2000

Carroll Jr/Sr High School

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Demographic Information

Carroll Jr/Sr High School is located two miles east of Flora, a largely independent community of

2,000. Carroll County is a major agricultural area. Carroll ranks first in the State of Indiana in hog production and ranks fifth in both corn and soybean production. The community does have several small businesses and numerous small service and retail shops.

The school has 570 students in grades seven through 12. Over half the school's graduates pursue postsecondary education. However, in the community as a whole, only a small percentage of the adult population have college degrees.

Program Description

Carroll Jr/Sr High School has developed a career education program to better meet the needs of students. By adding a half-time paraprofessional to the guidance staff, more career development activities are available to students. The guidance counselor trained the paraprofessional to:

- administer interest and learning style inventories that directly relate to career
- administer opportunities and job skill assessment
- aid students in career searches on both the "Choices" and "Coin" computer programs
- provide appropriate college information relating to career interests and other student needs
- provide general financial aid information.

Program Rationale

The goal of "Work Force 2000" is to provide a means of implementing a structured program of career development and job-place readiness that will meet the specific needs of the students of Carroll Jr/Sr High School. Since this is a small rural community, students have limited exposure to career possibilities. If our students are going to make good career decisions, they must be given the information and resources needed to complete this important task.

Because the school's counselors are busy with many tasks not directly related to career development, the addition of a paraprofessional to focus on those activities is helpful.

Organizations and Roles Involved

Federal and State Vocational Education funds pay for the "Choices" computer program and also for our school's participation in the Career Awareness Program sponsored by the Boy Scouts of America. The "Coin" computer program is provided through Wabash Valley Education Center. The cost of Vocational Interest Inventories is paid by Carroll Jr/Sr High School.

Local businesses have been supportive, providing both speakers and the opportunity for job shadowing for our students. However, little financial support for this career development program comes from the community. Yet local service groups — such as Rotary, Kiwanis and Lions' Club — offer scholarships to our students who pursue postsecondary education.

Engagement of Students and Families

After the guidance paraprofessional administers an interest inventory, a skills checklist, and a personal learning-styles checklist to all ninth-grade students, contact is made with all ninth-grade students and their families. After this information is shared, the counselor and paraprofessional work with the student and the family to help in the development of an appropriate four-year course plan. Parent involvement is strongly encouraged throughout the career development program.

Program Impact

Parent and student comments have been favorable. Both our students and their parents are feeling less apprehensive about the career development process. They have a better understanding of our school's curriculum and where it leads, postsecondary education, and the financial aid process. Information was promulgated by a number of methods:

- 98% of ninth-grade students and their parents were given specific information regarding the student's career interests, learning style, and specific job related skills. 98% of this group also completed a meaningful four-year plan.
- 90% of 10th-grade students attended at least three career seminars and received career information from either "Choices" or "Coin" computer programs.
- 85% of 11th-grade students attended at least two career seminars and also received either career or financial aid information from either "Choices" or "Coin" computer programs.
- 98% of 12th-grade students were given both financial aid and career education information.
- 34% of the students in grades 11 and 12 participated in a job shadowing experience.

Essential Change Themes

Parents, students and local businesses have supported this program. We were fortunate to hire a paraprofessional who has a strong understanding of the career development process. This individual also has the interpersonal skills needed to work well with our students and their families.

Local businesses have allowed our students to job shadow, improving the link between our school and those businesses.

Financial support remains a challenge. Even though the administration and School Board support the program, the salary provided for the guidance paraprofessional is quite low. At present, only limited funds have been earmarked for this purpose. It may be difficult to keep a highly skilled individual in this position.

The hope of our guidance office is that the support of our students and parents for this program will be strong enough to persuade both the administration and board to increase the funds needed to ensure the future success of this program.

Community Change-Maker Mini-Grant Projects

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Introduction

Community Change-Maker Mini-Grant Projects

In an effort to promote informed communication and collaboration among schools, communities, and businesses, IYI solicited proposals from groups of persons who were willing to collaborate, leverage funds, and establish community-based guidance practices. The proposals needed to identify specific barriers and gaps discussed in *High Hopes, Long Odds*. Intentional, collaborative efforts and/or partnerships were a must. The fiscal agent had to be a not-for-profit organization/agency or a school corporation. Proposals required matching funds and specific practices that resulted in long-term effects. The projects needed to show initiative and practice that holds promise in improving the odds of our children and youth.

The following 26 project descriptions are the final reports of the community change-maker mini-grant projects. You will notice that several schools who had partnerships or showed collaboration efforts are involved with these mini-grants.

[redacted]

Articulation — Reducing the Odds

C.A. Prosser School of Technology & Region 14 Vocational Education Communications Planning Group

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Demographic Information

New Albany-Floyd County Consolidated School Corporation's (NAFC) Prosser School of Technology is a voucher school that provides instruction and technical training to high-school students from 11 school corporations located in Clark, Floyd, Harrison, Scott, and Washington counties. Students choose from courses in 24 areas of applied technology. Prosser provides a job placement service for its students and graduates. More than 90% of Prosser's available graduates are placed on the job either before graduation (cooperative work experiences) or shortly thereafter.

The Region 14 Workforce Partnership consists of representatives from 16 secondary public school corporations (including NAFC), three postsecondary educational institutions, and the Hoosier Falls Private Industry Council (representing seven Workforce Development offices located in each of the seven counties composing Region 14 (Clark, Crawford, Floyd, Harrison, Orange, Scott and Washington). The Partnership's Vocational Education Communications-Planning Group is comprised of the New Albany-Floyd County Consolidated School Corporation's Adult Vocational and Continuing Education Department, C. A. Prosser School of Technology, South Central Vocational School, and Ivy Tech State College, Sellersburg. The geographical area of service of this Group includes Clark, Crawford, Floyd, Harrison, Orange, Scott, and Washington counties, which in totality form Economic Development Region 14 and the Hoosier Falls Private Industry Council Service Delivery Area 17. Four of these seven counties are also federally designed in the Metropolitan Statistical Area for Louisville, Kentucky, thereby enabling the Group to build collaborative partnerships with postsecondary institutions in the Greater Louisville area.

Program Description & Program Rationale

The proposed project supports the Indiana Department of Workforce Development's Goal IV to provide pathways for career development for all young people, and Areas 1, 2, and 4, enumerated under the Needs Assessment of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, which are: (1) the integration of academic and vocational education, (2) a sequential course of study leading to both academic and occupational competencies, and (4) increased linkages between secondary and postsecondary educational institutions. The project is also congruent with the School to Work Opportunities Act and Goals 2000 - Educate America Act.

This project, "to provide a seamless transition for students from school to work through the establishment of formalized articulation agreements and the incorporation of the same into project-designed Technical/Vocational Education brochures and Articulation handbooks," has focused on helping vocational students and their parents make wise choices. To this end, vocational instructors have met and discussed curriculum with postsecondary counterparts, additional agreements between institutions have been forged, and, most important, this information has been communicated to parents.

Two brochures are ready for distribution to parents, students and counselors. One has been designed for easy and continuous update, the other to provide a fuller background of information about colleges and universities that offer articulation and dual credit advantages. A third set of charts designed for use by high school counselors has not been printed. As this set of documents elaborates Ivy Tech articulations exclusively, Ivy Tech South Central arranges its reproduction.

As a result of the impetus given by this project, an entirely new articulation agreement has been completed with Indiana State University, the first of its kind for that institution. Additional agreements have been negotiated with Ivy Tech South Central. An articulation with Oakland City College in three vocational programs is under way. New articulations have been signed with Sullivan College, Spencerian College, and Louisville Technical Institute. In addition, Louisville Technical Institute has extended its Transitions Dual Credit program to our Small Engines students and will include Heating and Refrigeration and Electricity students in 1996-97. Using Indiana State's articulation as a model, renewed negotiations with Vincennes University are planned for fall 1996.

Another direct outcome of this project has been the centralization of collection, organization and storage of all the articulation and dual credit agreements, planning of meetings, and distribution of resulting data. Before this project, some teachers made appointments with college counter parts on their own; some high school counselors received information, and some students were knowledgeable about future options, but no specific source of current articulation information existed for all.

We experienced some stumbling blocks to achievement of every aspect of the project's ambitious goals. The number of estimated new articulations was too optimistic. College and university administrations are notoriously conservative and possessive of their credit-awarding prerogatives. Completely new articulations at a university level demand agreement of provosts, deans, department chairs, as well as many meetings and joint examinations of curricula and faculty credentials. Additional articulations where general agreements are already in place are less time-consuming, but are dependent on the willingness of the postsecondary professors to coordinate schedules with their secondary colleagues.

Another consideration was the type and amount of data that could realistically be presented to vocational students and their parents. Juniors and seniors who attend Prosser have already made a commitment, right or wrong, to training and a career. Inclusion of regional employment statistics and job market information may be of less immediate value at this point than a clear delineation of further training options and the advantages available to them immediately after graduation through articulation. Prosser students, mostly designated "non-college bound" in their home high schools, have few sources for the most basic information about colleges. Therefore, having one articulation brochure organized around postsecondary technical colleges and universities within their reach seemed useful.

Prosser counselors are eager to present career and occupational information in a form accessible to the middle and junior high students who are developing state-mandated career plans, and to sophomores making decisions about enrolling in technical training. It is likely that the information gathered during this project will be presented, more usefully, in a form separate from the articulation brochures.

The most pleasurable aspect of this project from the perspective of the project coordinator was the opportunity to bring order out of chaos. Many good things had been happening at Prosser — good for students and good for recent graduates. Unfortunately, too few were aware of the possibilities that could ease their transition to rewarding careers and more advanced training. As a direct result of Reducing the Odds, more students will find vocational training the first step in a career ladder rather than a direct route to entry-level employment.

Organizations and Roles Involved

Virtually all staff and programs at Prosser School of Technology are involved in the project.

Engagement of Students & Families

The process of consolidating and publishing our articulation and dual credit information has had some positive effects already in assisting students and their families to consider college as an achievable career step. Two visitations to ISU School of Technology—one for students and one for faculty—have clarified all the options available on that campus and encouraged enrollment. Five students in the new dual-credit computer science courses with ISU have received their credits. Prosser has not maintained formal records in the past of our graduates that have taken advantage of articulations. We expect to begin this tracking in school year 1996-97.

Program Impact

The advantages implicit in the fuller communication to parents and current students will be felt in the coming school year. Both the articulation booklet and the flyer will be given to parents at the new fall Open House that will be scheduled shortly after school starts in August 1996. Tentative plans indicate that we will include an articulation presentation at this time. Our emphasis will be on early planning and frequent communication among instructors, parents and students so that all postsecondary options will be fully explored before graduation from Prosser.

Essential Change Themes

Support for this articulation initiative has been positive from every quarter. All postsecondary institutions we contacted have indicated a strong desire to articulate. The differences in numbers of actual negotiated articulations that resulted from our contacts were connected more with bureaucratic and organizational issues than from a lack of desire. The parents who have begun receiving information from us are grateful for it and often surprised that their children's attendance at Prosser is such a valuable preliminary to college admission.

Blueprint For Tomorrow's Careers

A collaborative effort between Vincennes University and Ivy Tech State College-Evansville

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Demographic Information

Ivy Tech State College and Vincennes University offer a two-year Associate of Science Degree, Associate of Applied Science Degree and/or technical specialty certificates in occupational studies. Many of the programs are transferable to public and/or private four-year, higher education institutions in order to obtain a baccalaureate degree. Both Ivy Tech State College and Vincennes University are public, comprehensive, two-year coeducational higher education institutions. In addition, Vincennes University is a residential campus.

Vincennes University - Vincennes, Indiana

Located on the banks of the Wabash River in southwestern Indiana, Vincennes University offers 120 academic transfer and occupational programs to approximately 6,500 full-time students annually. Students may earn an Associate Degree in the following discipline areas: Business, Health Occupations, Humanities, Physical Education/Recreation, Public Service, Science & Math, Social Science, and Technology. Vincennes University serves a student population composed of 94% Indiana residents, 3% out-of-state, and 3% international students at the main campus located in Vincennes, Indiana. Additional learning sites are located in Jasper and Indianapolis.

Ivy Tech State College - Evansville, Indiana

Located on the banks of the Ohio River in southwestern Indiana, Ivy Tech State College-Evansville is one of 13 regional campuses of a statewide higher educational system serving the State of Indiana. The Southwest Region's main campus is located in Evansville. A satellite campus is located in Tell City, Indiana. The Southwest Region serves approximately 5,600 students annually with over 22 academic transfer and occupational programs. Academic programs include Human Services and Health Technology and Business, Visual Technologies, and Technology. Many students are non-traditional students working part-time while completing their college education.

Program Description

A nine-minute career planning video was produced through the collaborative efforts of college students from both Vincennes University and Ivy Tech State College, Vincennes University's broadcasting department and WNIN Channel 9 television station. Technical occupational careers requiring a two-year college education were emphasized. The story line was based on an idea of a person in an automobile accident requiring emergency medical attention, transportation to a local hospital, health care during a stay in the hospital, rehabilitation services, assistance with the medical and automobile insurance services. Upon leaving the hospital, the victim would need automobile repair and/or replacement services. Approximately 22 different career types were featured on the video. Educational requirements and beginning salaries by career type were featured on the video. The action is seen from the accident victim's viewpoint. Fast movement and up-beat music were selected to appeal to middle and high school students.

Program Rationale

The production of the *High Hopes, Long Odds* career-planning video accomplished two objectives: 1) It supplied increased career-choice awareness to parents, middle, and high school students, and guidance counselors in southwestern Indiana, and 2) It told the story of the educational requirements necessary to enter the workplace in specialized occupational and technical careers.

These objectives addressed two major concerns addressed in the *High Hopes, Long Odds* study:

- 50% of Indiana's students — teenagers who opted for general studies and vocational programs — are leaving high school underprepared and uncoupled from the economy.
- 90% of parents of eighth-graders say they need information and assistance to help draw up their child's blueprint for course selection and career planning.

According to U.S. Department of Education statistics, 89% of the jobs in the U.S. between 1992 and 2000 will require an education beyond high school, but only one-half of those entering the workforce are likely to have that education. By the year 2000, only 20% of these jobs will require a four-year degree or more. Sixty-five percent will require more than high school (i.e., one-year technical certificate or two-year associate degree). Fifteen percent of the jobs will be filled with unskilled labor.

The career planning video will be distributed to all middle and high school counselors to share with students and/or their parents to explain the value of technical careers which are so vital to our communities.

Organizations and Roles Involved

In addition to in-kind financial support from both Ivy Tech State College and Vincennes University, local businesses provided the following: WNIN Channel 9 (Public Broadcasting Television) provided some on-site video shooting; WEVV Channel 44 television provided VHS tapes and distribution of 100 for all middle and high schools in southwestern Indiana; Evansville-Vanderburgh County Sheriff's department provided the police officer featured on the video; Royal Office Products provided funding for design and production of the video cover.

Engagement of Students and Families

Ivy Tech State College and Vincennes University students involved in the video production came from more than 30 career specialties (list available on request). Middle and high school students will be involved as users of the career-planning video. Also, guidance counselors and parents of interested students will have the opportunity to view the video.

Program Impact

This career planning video will enable students and their parents to learn about valuable, high-paying technical occupations that require a two-year college education. Intangible benefits will include reasonable costs for a college education, transferable two-year degree to a four year college and/or university, selecting the appropriate course path during high school, and obtaining a career to obtain a job in the local economy.

Essential Change Themes

The production of the video was a team effort involving faculty, staff and students of both higher education institutions. An action plan was developed early in the planning stage, and the planning team stuck to the production schedule. There was a great deal of support from each participating person on the production team. Meetings were scheduled when significant milestones were reached.

The only constraint was the length of time of the video. Once production started, ideas began to flow, and it became evident that we could have easily done a 30-minute video. However, the purpose of the video was to give a concise overview of several careers, which would hold the interest of the viewer(s).

Bridging the Information Gap with Career Planning

Fort Wayne Community Schools and Fort Wayne Newspapers

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Demographic Information

The Fort Wayne Community Schools, the second largest school district in Indiana, serves a 150 square mile area consisting of rural, suburban, and central-city neighborhoods. Approximate enrollment is 31,700 students, including 15,400 elementary students housed in 35 buildings; 7,200 middle school students housed in 11 buildings, and 9,070 high school students housed in six buildings. In addition, FWCS operates the Anthis Career Center which offers programs in 11 vocational areas, special education, at-risk students, continuing education and driver education. Minority students make up 29.03% of Fort Wayne Community Schools' pupil population with an ethnic distribution of .28% American Indian; 1.5% Asian-American; 3.23% Spanish-American; 24.02% African-American, and 70.96% Caucasian-American.

Program Description

A special career planning tabloid, *Roadmaps for Lifelong Learning*, was delivered to families with school-age children in grades six through 12 in Fort Wayne Community Schools, East Allen County Schools, Northwest Allen County Schools, and Southwest Allen County Schools during the first semester in the 1995-96 school year. *Roadmaps* provides important information during scheduling (course selection) activities.

Program Rationale

The goal of the project is to provide consistent information about educational planning and to increase the involvement of students and parents by disseminating career education/career planning information to homes of families with school age children.

Organizations and Roles Involved

A task force of counselors and educators from the Fort Wayne Community Schools and the Allen County school systems developed the contents for the 24-page newspaper tabloid covering the topic of career planning during a workshop in July 1995. In a pre-workshop meeting in June 1995 each member of the task force identified sections of the tabloid that he or she would like to develop.

Community Change-Maker Mini-Grant Projects

In addition, several agencies sponsored and collaborated to develop their particular page: Indiana Purdue Fort Wayne, Ivy Tech State College, Parkview Memorial Hospital, McDonald's, Indiana Air National Guard, Consumer Credit Counseling Service, and Careerware. These and other sponsors were honored during a preview breakfast at the Greater Fort Wayne Chamber of Commerce, where over 100 educators and business leaders in the community learned about the *Roadmaps* project and its contents and received a draft of the publication. People attending were given the opportunity to make recommendations.

The *Roadmaps* program was publicized in several additional ways:

- A live/interactive program with the superintendent on FWCS' LTV-20 was broadcast throughout January and February.
- A taped program with students and counselors explained each page of *Roadmaps* that was broadcast throughout January and February.
- Reminder ads were placed in the Fort Wayne newspapers asking parents to look for their copy on their doorstep and to call if they had not received *Roadmaps*.
- A full color poster of the *Roadmaps* design was printed and distributed to schools.

Engagement of Students and Families

Members of the PTA Council were able to critique a final draft of *Roadmaps* before its printing in December 1995. Students and families (25,000) received the special edition tabloid, *Roadmaps for Lifelong Learning*, in their homes in January 1996. Extra copies (10,000) were distributed to high schools and middle schools for counselors and teachers to use in classrooms. In addition, 15,000 copies were distributed to the 21 other school corporations in Indiana's Region 3 through the area vocational education department. Additional copies are being made available to educators at state and national conventions.

Program Impact

Students and families benefit from the project by receiving consistent information about educational planning, programs of study, labor market information, financial aid and higher education options. This information assists students as they select courses for the 1996-97 school year.

The *Roadmaps* project was part of and used for the cover of the Planning for Life Award binder that was submitted to the Indiana Department of Education by FWCS. Our application was chosen as the Indiana winner and was selected as a national winner by a National Review Committee for the National Consortium of Career Guidance Supervisors. *Roadmaps* was part of a presentation at a session during the Fifth Annual National Leadership Forum on School to Career Transition in Longbeach, California.

Essential Change Themes

The development of the project was supported by the commitment of Fort Wayne Newspapers to raise funds for the printing and production costs and to coordinate the targeted delivery to the homes of 25,000 families. Eighteen sponsors contributed $500 each to fund printing and distribution costs.

Career Awareness Initiative
Bartholomew Consolidated School Corporation

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Demographic Information

Bartholomew Consolidated School Corporation (BCSC), located in Columbus, Indiana, is the 15th largest school district in the state, covering 295 square miles, 20th largest by size. BCSC serves all but two of the townships of Bartholomew County. Columbus is a diverse community, known for its famous architecture and home to many manufacturing, service, and retail companies. The corporation educates over 10,000 students in 11 elementary schools, two middle schools, two high schools, one adult education center, and one alternative education center. BCSC ranks 101st in socioeconomic status and serves more than one million meals per year. Approximately 25% of these meals are free or reduced in price.

Program Description

The Career Awareness Initiative project focuses on the concern raised in *High Hopes, Long Odds* that students and their parents are often ill prepared to make appropriate choices regarding academic and career plans. Consequently, students often lack appropriate course work for college admission or for other pursuits. The career project consists of a series of activities to increase career information and awareness of the course requirements for eighth grade students and their parents. Middle school counselors, teachers and community volunteers were trained and provided with materials to improve aid to students and their parents in making appropriate high school courses.

All eighth grade students were administered the Career Interest Inventory (The Psychological Corporation, 1990). Individual results were available for students and parents at a special event, Catch Your Dream. Community volunteers representing the 15 interest areas of the inventory were available in round robin sessions to discuss the many careers available and the education and training requirements of each. Volunteers interpreted survey results for parents and students.

A Reality Store was held in which students chose a career and experienced life as an adult. They made lifestyle choices in homes, furnishings, utilities, food, entertainment, and other life activities. Community support was essential, and the program was well received by the students. A parent preview was well received by the parents.

Career development activities were implemented in advisor/advisee sessions in classrooms. Teachers facilitated student interaction focusing on the development of workforce and school success skills: cooperation, communication, teamwork, developing leadership, and problem solving. Activities and supporting materials were provided to classroom teachers and implemented in advisor/advisee groups.

Program Rationale

The Career project provided course and career information, as well as experiences and supports, to eighth grade students and their parents. Students were made aware of the connection between specific careers and high school courses. Parents, teachers, and community members broadened the support network for students reaching for their goals.

Organizations and Roles Involved

Collaborators in this project were school counselors, middle school teachers, C4 (Columbus Area Career Connection) staff, community volunteers, Columbus Business and Professional Women, Office of Workforce and Educational Development, the Focus 2000 Children, Youth & Families Initiative, and Indiana University-Purdue University at Columbus (IUPU-C). The curriculum was developed by middle school counselors and teachers. The course career connection information was developed by the C4 staff and high school counselors. The Columbus Business and Professional Women sponsored the Reality Store. The Office of Workforce and Educational Development supported the training of middle school teachers, counselors, and community volunteers. The Focus 2000 Children, Youth & Families Initiative assisted with program development and technical assistance. IUPU-C provided their facility and technical assistance for the Catch Your Dream program. C4 sponsored the Career Interest Inventory. Students and parents were collaborators through their participation and enthusiasm for the project.

Engagement of Students and Families

This initiative welcomed many middle school parents to the Catch Your Dream and Reality Store activities. Monthly information to parents was included in the middle school newsletters. Information was shared with parents at each high school's Freshman Parent Night, held in conjunction with the scheduling of high school courses. All project activities were focused on students. Eighth grade students at both Central Middle School and Northside Middle School participated. Students were involved in the interest inventory, Catch Your Dream, Reality Store, and at least five additional curriculum activities.

Program Impact

Students received an abundance of information concerning careers and course choices from a variety of perspectives and experiences. Teachers received information from *High Hopes, Long Odds* and were given opportunities to work with fellow educators to identify the impact that career information can have on middle school students. Teachers can incorporate career information in their curriculum. Programs and materials were developed, and parents were given information to assist their child in scheduling for high school and planning for the future.

Essential Change Themes

Faculties of both middle schools collaborated to benefit students in eighth grade. The opportunity for teachers to work together and to learn together supported the initiative and will allow for its continuation beyond this school year. Collaboration between middle schools, high schools, and the C4 Program allowed for the development of new materials and supports for students. Additional supports have come from collaboration among various community individuals, groups, and agencies. They have voiced support for continuation of the program.

Time constraints on faculty and students during the school day limit opportunities for new projects. Teachers feel pressure to complete academic curricula and are challenged to integrate the Career Awareness curriculum into existing programs and to find the time to do "one more thing." The availability of career curriculum guides and supporting materials, including computer software, will help.

The program did not reach a majority of middle school parents. Middle school counselors will strive to involve all parents in the career development activities of their students. Conversations are being held with elementary school staff members to identify methods and activities to involve parents in their child's education beyond the early years.

Time and budget constraints had an impact on the amount of training offered to school faculties. Teachers appreciated the one half day training session and asked that rather than additional training, they be provided supporting materials, including technological materials, to use with the career curriculum. Budget flexibility within this project allowed for the addition of materials in each middle school. Future additions of materials will be constrained by budgetary challenges.

The facilitators of this Career Awareness Initiative believe this has been a worthwhile project impacting all students in eighth grade and some of the parents. It is believed that continued efforts at involving middle school parents will enhance the continued benefits of this project.

Career Pathways: The Labor Market Information Connection

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Demographic Information

Kankakee Valley Workforce Development Services (KVWDS) provides employment and training services for both urban and rural populations in six counties of northwest Indiana. These counties are Jasper, LaPorte, Newton, Porter, Pulaski, and Starke. The two most populated counties, LaPorte and Porter, are industrialized and border on Lake Michigan. The remaining four counties are lesser populated and support a strong, agricultural based economy interspersed with manufacturing and other industries. These six counties have a population of 308,000 according to the 1990 Census.

The six county area is served by 28 public high schools and two area career centers with a total enrollment of 18,224 students. There are 30 public middle schools with an enrollment of 14,228 students and 79 elementary schools with an enrollment of 21,858. Purdue University and Ivy Tech State College maintain regional campuses within the area. Valparaiso University and St. Joseph's College are private universities located in the area.

Kankakee Valley maintains eight offices in the six counties and provides a vast array of services for youth, adults, high school dropouts, dislocated workers, public assistance recipients, and other targeted populations.

Program Description

The grant Kankakee Valley received from the Indiana Youth Institute was used to place counselors and educators in job shadowing experiences with businesses throughout the six county area. A total of 38 counselors and educators have participated over the past two summers. These counselors and educators have job shadowed well over 170 different occupations in over 100 different businesses during the two year period. Participants received stipends of $75 per day for this project.

Prior to participation, KVWDS staff have hosted meetings with principals to inform them of the project and its components. Providing this information to principals serves three purposes: 1) it transfers ownership of part of the exercise to them; 2) it increases their ability to market the project within their school, and 3) the principals can target specific educators they believe will best benefit from job shadowing in the workplace. Principals returned to their respective schools and began marketing the project to their counselors and educators.

Counselors and educators submitted applications to Kankakee Valley for participation and identified how they expected the workplace experiences would benefit their students and their curriculum. Once the counselors and educators were selected, they participated in a one-day training session.

This one-day training session provided participants with an increased understanding of the labor market in northwest Indiana, including those industries critical to the region and those expected to emerge in the future. The Secretary's Commission on Achieving Necessary Skills (SCANS) served as the framework for the job shadowing and was explained during the session. Counselors and educators learned how they would use the SCANS task analysis forms during their work-based experiences. They learned ways to apply to their curriculum the information gathered during the job shadowing. These participants stated that they expected to reach well over 4,000 students through their workplace experiences, either through individual discussions during the career decision-making process or through skill development activities in their curriculum.

Each participant spent four days job shadowing several occupations in participating businesses during June and July of 1995 and 1996. While several participants developed their own sites for job shadowing, KVWDS coordinated many with businesses representing industries critical to the northwest Indiana economy and those expected to emerge in the future.

Participants developed curriculum components or action plans. Those developed after the 1995 activities were compiled and distributed to all participants and their principals. We will do the same with plans produced in summer 1996, and those participants will convene in October to discuss what they learned during their experience and how they are integrating it into their curriculum.

Program Rationale

This project was designed to address a key finding in *High Hopes, Long Odds*. The finding was that "students receive little career information during their high school career." KVWDS sought to provide students with increased information about careers, the skills they require, and the education components critical to success in these careers. Classroom teachers and guidance counselors are best positioned to ensure this information is provided to students; however, many are not necessarily familiar with the skill requisites. This project was aimed at changing this gap in their career and skill knowledge so they could better prepare students to achieve their career aspirations.

Organizations and Roles Involved

In 1994, Kankakee Valley became partners with seven high schools to form Career Pathways, a project which placed Career Planners in the high schools to assist students with career exploration and skill development relevant to their career goals. Career Pathways was, in part, developed because of the *High Hopes, Long Odds* findings regarding the amount of career exploration students receive and the important part parents, educators, counselors, and businesses play in this process.

Kankakee Valley secured funding for Career Pathways through the Indiana Department of Workforce Development. This funding included opportunities for counselors and educators from the seven schools to participate in job shadowing activities. *Meeting the Challenge* grant funds provided opportunities for counselors and educators from outside the seven Career Pathways schools to participate.

In 1996, Kankakee Valley became partners with the Region 1-B Tech Prep Consortium — which covers Porter, LaPorte and Starke Counties — to continue the job shadowing or four days of internships with businesses. The partnership provided participants the options of receiving stipends for their experience or graduate-level credits for continuing their education through Purdue University.

While Kankakee Valley and the Tech Prep Consortium are the two principal organizations involved in this project, the 18 schools that participated along with the 56 educators are also important contributors to the success of this project. It is important to note that schools covered the cost of substitute pay for the day-long training session participants attended. And this project would not have been possible without the participation of over 100 businesses that willingly hosted participants for the job shadowing.

Engagement of Students and Families

Students and parents are not directly engaged in the project; however, the project is ultimately designed to benefit students through enhanced curriculum and through new partnerships between schools and businesses.

Program Impact

Career Pathways: The Labor Market Information Connection is having and will have significant impact on students. While counselors and educators project they will specifically affect over 4,000 students through their workplace experiences when they return to school, the long-term impact is difficult to project. It is expected that these counselors and educators will surpass the number they affect through their curriculum and counseling activities. Additionally, new partnerships between participants and the businesses they visit are surfacing. Many businesses have agreed to allow students to job shadow at their work site, to speak to students in their classrooms, and to provide internship experiences and other resources to the schools. Kankakee Valley will continue to monitor the impact of this project as these partnerships begin to develop.

Essential Change Themes

Schools, counselors, educators and businesses have willingly participated in the job shadowing. Partnerships are emerging — evidence of the business community's interest in the career preparation of their future workforce and the desire of teachers and counselors to improve that preparation.

The only constraining force was the logistics of working around participants' and businesses' schedules. Many teachers had summer school responsibilities, limiting times when they could participate.

Kankakee Valley has secured additional funds to provide stipends for an additional 20 counselors and educators to participate during the summer of 1997.

Choices 2000

An Educational Equity Project for 1995

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Demographic Information

Drifting Dunes Girl Scout Council has been active since 1939, and chartered since 1954. It is responsible for the administration and development of Girl Scouting in Porter County and eastern Lake County, Indiana. Membership is approximately 4,500 girls. One area of our jurisdiction encompasses Gary, Indiana, which is a highly populated inner-city. Of the high-school age girls in this district, 3,601 are African-American, 86 Hispanic, two Asian, and 37 European-American. Most of the students are from low income families and receive some form of public assistance.

Program Description

Two hundred ninth-grade girls from inner-city Gary were offered a one-day workshop titled "Choices 2000-Developing Your Future" at the Radisson Hotel in Merrillville, Indiana. The Gary School Corporation assisted in the selection of these girls through their counseling departments in each of the six high schools located in the city.

During this event, girls were rotated through four panel sessions of three presenters each who discussed non-traditional careers for women. Panelists were professional women located in northwestern Indiana. Included were an attorney, chiropractor, police officer, marketing representative, hospital administrator, and business owner.

During the course of the day, girls also received training in motivational self-improvement, self-esteem skills, and decision-making. Program packets included information regarding job markets, colleges, career profiles, and Girl Scout membership.

The follow-up activity to this event included a visit to each of the six targeted high schools where the 200 participants received a self-assessment of their career interests, encouragement to continue the education process, specialized skills necessary for obtaining job stability, and the self-confidence to succeed.

Program Rationale

One aspect of the Girl Scouting program is "to help girls develop to their fullest potential and become competent, resourceful women." One way to accomplished this is by promoting gender equity and giving high-school age girls a basic understanding of the importance of career preparation. Exposure to career choices is a highly motivational technique with this age group and gives them the information to begin making choices for their future.

Organizations and Roles Involved

Support for this program was obtained through the Kankakee Valley Workforce Development, Northwestern Indiana Business and Professional Women, Ivy Tech State College, Indiana Workforce Development, and Northwest Indiana Executive Council for the event committee and the presenters. The Gary School Corporation assisted in providing the 200 girls for the event, event monitors, and access to the schools for follow-up activities. Indiana Federal Bank assisted with financial support to the Drifting Dunes Girl Scout Council portion of this matching grant and provided program bags the day of the event.

Engagement of Students and Families

Parent support for this program was obtained through event flyers and permission slips. Program packets also provided parents with all necessary information to continue giving support and encouragement to this process.

Program Impact

The program evaluations received the day of the event provided the following figures:

- 100% of the participants rated this event as fun.
- 100% of the participants felt the program was well planned.
- 100% of the participants felt the program gave them an opportunity to interact with career women.
- 100% of the participants would recommend this program to friends as a way to learn about careers for women.

After follow-up presentations at the school, 45% of the girls requested information regarding Girl Scout programs, and at least 10 girls have been placed in alternative troops within the Gary service area. This is an astounding number, considering that most girls this age do not join the organization due to peer pressure and the lack of time for outside activities.

Essential Change Themes

Obtaining Evelyn Brown as chair for this program was vitally important to its success. Evelyn was instrumental in obtaining support from the Gary School Corporation and in recruiting many of the presenters. She also gave many hours to the design of the event and attended every school presentation during the follow-up process.

All organizations involved in this event were supportive of the Drifting Dunes Girl Scout Council and the entire program, giving numerous hours to the planning process and providing personnel support the day of the event.

As successful as this event was for our organization and the community of Gary, financial constraints would prohibit doing an annual event of this magnitude. Future support would need to be obtained from corporate avenues in order for the Council to meet the matching funds and to provide staff time to this project.

Dreams and Dollars for Parents and Scholars

Twenty-first Century Scholars/NEISP Support Program of Jennings County Schools

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Demographic Information

Jennings County Schools is a consolidated, countywide school system located in the southeastern part of Indiana and lying 68 miles south of Indianapolis and 55 miles north of Louisville, Kentucky. It is composed of five elementary schools, one early learning center, a consolidated middle school, a consolidated high school, an adult education center and an alternative school. Geographically, the corporation's transportation system is the second largest in Indiana.

In 1990 approximately 75% of the estimated 23,000 county residents were rural. Under "Labor Market Needs Assessment" in the school corporation's Area Vocational Education District Comprehensive Local Plan, March 1991, it was reported that county income ranked 61st in the state for median family income. Per capita income was less than $11,000 compared with the state's almost $14,000. At that time, the school district averaged 24-27% disadvantaged and at-risk youth, and the dropout rate was reported at 24%. Parent education is low also, with slightly more than 40% of the citizens not having completed high school. Though county population and income has seen an increase since 1990 due to several new companies moving into the county, many educational and economic challenges remain.

Of the approximately 1,600 eighth- through 12th-grade students in Jennings County, approximately 250 are Twenty-first Century Scholars. During their eighth-grade year only, the State of Indiana offers students who are eligible to receive free or reduced lunch or textbook assistance the opportunity to sign a Twenty-first Century Scholars Pledge. They promise to graduate from an Indiana high school, achieve a cumulative GPA of at least 2.0 on a 4.0 scale, use no illegal drugs or alcohol, commit no crime, apply for college admission and financial aid as a high school senior, and meet regular college admission requirements. In return for keeping this pledge, students are guaranteed four years of free college tuition and regularly assessed fees to any accredited Indiana public institution of higher education.

Program Description

A major goal of Dreams and Dollars for Parents and Scholars is to provide convenient and helpful information about educational and career planning primarily to parents of eighth- and ninth-grade Scholars by using materials from *Realizing the Dream: Career Planning for the 21st Century*. A second goal is to promulgate information regarding postsecondary financial aid and scholarships primarily to junior and senior Scholars by using The College Board Fund Finder Software and laptop computers.

Realizing the Dream (RTD) offers parents and middle and high school students the resources to work through the career-planning process together. This integrated package of parent and student guides, a leader's guide, and an eight-minute video was developed by the American College Testing (ACT) and the National Career Development Association (NCDA). Areas addressed include student self-concept, interests, abilities, and preferences; exploring potential occupations; developing a four-year high school plan (to be incorporated with Indiana's new CORE 40 requirements); developing a career plan; choosing appropriate postsecondary education or training; identifying postsecondary institutions that meet students' needs, and evaluating options for financing postsecondary education. The leader's guide is to be used by a group leader to prepare and motivate parents for effectively using the parent and student guides.

The College Cost Explorer FUND FINDER Guidance Software from The College Board (FF) was developed by The College Board in order to provide authoritative, comprehensive information about paying for college in a single microcomputer resource. It provides accurate undergraduate college costs and financial aid information at 2,800 two- and four-year colleges, as well as a scholarship data base of 3,000 scholarships, loans, internships and other sources of aid at the national and state level and enables them to determine an Estimated Family Contribution (EFC). It is customized for our Scholars throughout the year by adding local scholarship information to the national/state database provided in the program. Since the Twenty-first Century Scholarships will cover only the cost of tuition and some fees, many families need additional sources of financial aid and related information to help pay for other college related expenses.

FF96 software is installed in the Twenty-first Century Scholars Office's desktop as well as in a laptop computer that is used for home visits or other places most convenient for the parents. Parents of Twenty-first Century Scholars are notified during the year of this service using inserts in the Scholar newsletter, school announcements, monthly Parent/Scholar meetings and public service announcements in the local news media.

Program Rationale

It has been well documented in *High Hopes, Long Odds* and other sources that parents have more influence than anyone else on their children's education and career decisions. However, providing parents and Scholars with helpful and timely financial aid and career-planning information and resources at a time and place that is convenient for them is often a challenge, especially for working parents living in a rural area. A few of the related statistics documented in the report state that only three out of 10 families have the necessary information at the appropriate time to help their children make an informed choice of an academic program; 90% of parents of eighth-graders want and need information and guidance in developing a plan for selecting high school courses; parents contribute the most help in defining career goals as compared with long-range planning sessions with guidance counselors; only 20% of the high schools report that half or more of the students or their families attend financial aid programs offered, resulting in little valuable information about scholarships and financial aid being received by the families. Twenty-first Century Scholar families in Jennings County Schools are no exception to the report's findings, which is evidenced by low parent attendance at financial aid workshops and freshmen parent orientations.

Organizations and Roles Involved

Though the Twenty-first Century Scholars Program is statewide, during the fall of 1994 Jennings County Schools became one of only 12 Community Partners making up the State's Twenty-first Century Scholars Support Program. The Scholars Support Program is funded by the National Early Intervention Scholarship and Partnership Program (NEISP), AmeriCorps National Community Service, and the State of Indiana. Jennings County Schools, serving as host agency, provides space for the support staff (made up of a coordinator, two AmeriCorps members and a parent leader), as well as local supervision, various resources and in-kind contributions. The mission of the Twenty-first Century Scholars Support Program is to ensure that Scholars are academically and socially prepared for the rigors of college. Services offered to Scholars and their families include career and educational counseling, tutoring and mentoring programs, SAT preparation, college tours, historical/cultural outings, community service projects, and various college, career, family and life-skills workshops. Parents/guardians are encouraged to become educational leaders in their homes and are given access to the skills, resources and knowledge that will foster academically encouraging environments for their Scholars.

To carry out the Dreams and Dollars program, The Twenty-first Century Scholars Support Program of Jennings County Schools established a partnership with the Jennings County Step Ahead Council. The Council is a locally created body recognized by the State of Indiana as the authoritative voice for the people of Jennings County on issues pertaining to families and children. During the first program year, the Step Ahead Council provided two volunteer leaders to conduct group training sessions for Scholars and their parents who participated in the *Realizing the Dream* career planning program. One trainer is an extension educator for the Purdue University Extension Service, Jennings County Office; the other is the assistant director for Jennings County Economic Development. The Scholars Support Program coordinator, also a Step Ahead Council member, and the parent leader also conducted *RTD* group training sessions.

Engagement of Students and Families

Concerning the *RTD* program, the eight-minute video helps orient parents to their role in career guidance and builds confidence in their ability to handle this role. The parent guide motivates and empowers parents to be effective career "advisers" by providing them with career planning information, strategies and activities that can be used in a step-by-step process. The information contained in the parent guide is parallel to the activities contained in the student guide, providing a common basis for discussing career and educational plans. The student guide contains actual step-by-step exploration and planning activities.

During the year group meetings are offered to interested Scholar parents. For geographic and time conveniences, evening regional meetings take place in four elementary schools and the high school. Also one-on-one training sessions are available as needed. During the meetings, the leader gives an hour to an hour and a half overview of the program and plays the video. The two guides, *Realizing the Dream — for Parents* and *Realizing the Dream — for Students*, are then distributed to parents to be used at home over the following weeks. The support staff then makes regular contacts with parents who participated in the group meetings and/or their Scholars in order to check on program progress. As each family completes the activities related to developing a four-year plan of high school study, they schedule an appointment to meet with the coordinator and if necessary, the appropriate guidance counselor. Program evaluation forms are completed by both the Scholars and their parents.

Families that use the Fund Finder software have the opportunity to meet with the coordinator or an AmeriCorps member in an informal one-on-one setting, working through the program at a pace comfortable for the users. This setting provides the users with the opportunity to ask additional questions concerning college and financial aid information. Families are given printouts of the information sought using the software.

Program Impact

- 92% of the parents and 80% of the Scholars surveyed said the career planning materials were moderately to very useful.
- 92% of the parents and 93% of the Scholars said the career planning materials were understandable to very understandable.
- 100% of the parents and Scholars indicated that significant discussion with each other had taken place while working through the *RTD* materials.
- 73% of the parents and 80% of the Scholars reported that *RTD* had helped them decide what career or career cluster the Scholar would pursue.
- 100% of the parents and 87% of the Scholars said they would recommend the *RTD* program to other Scholar families.

Of the parents who completed our "Fund Finder 96 User Questionnaire," all indicated that the information received was helpful in understanding college expenses and financial aid and that they would recommend it to other Twenty-first Century Scholar families. Many recommended that we be sure to keep this service available to others and that we encourage them to use it as early as possible.

Essential Change Themes

Convenience of time and place for parents has proven to be an asset to this program. Parents who were introduced to the *RTD* materials in a one-on-one conference were much more willing to discuss issues and ask questions than those who attended group meetings. Also, the fact that the *RTD* guides are designed to encourage interaction between students and parents in deciding the student's educational and career choices is a real positive. As one Scholar reported on her evaluation of the materials, "It was fun doing this activity with my mom."

One of the challenges regarding *RTD* was having parents and students complete the materials in a timely fashion. While a few did complete the materials in the suggested time frame, most delayed starting the materials for quite some time after the group training sessions. By that time the information was not fresh on their minds. Still more did not work consistently on the materials after starting. Almost all who used the materials found them to be helpful to very helpful.

Helping parents and scholars realize that issues regarding career planning and how to be better prepared to pay for college expenses should be explored as early as possible. That will continue to be a challenge. Yet, as Scholar families have participated in this program, they have begun to share what they have learned with other Scholar families, encouraging them to get an early start at career planning and college finances.

Education and Career Planning for Parents and Students

The Learning Society of Elkhart, Inc.

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Demographic Information

The Learning Society of Elkhart, Inc., has just completed its fifth year as an advocacy organization for life long education. What began as a small not-for profit corporation that spun off from the Chamber of Commerce's Education Council has grown into an entity that has served the entire county in many ways — from assisting school districts to establish special programs, to serving as county coordinator and collaborator to produce data and implement programs related to work force development.

Program Description

Elkhart County has seven separate public school districts. We need more consolidation of programs and sharing between these districts. This project gave us the opportunity to bring school districts together working on a common project. Involvement of parents is of paramount importance.

Each school district identified Project Team Members who were interested in being involved with the project. The teams worked with groups of parents who had been identified as having at-risk students. Workshops were held at various sites (school, job site, community site) to accommodate the parents. Originally five workshops were expected, but most schools decided to have three workshops for a longer period of time (around an hour and a half each session). The Project Team Members were a counselor, a community member, a peer group parent, and a student.

We provided the team members with materials on which to base their meetings, namely, *Realizing the Dream: Career Planning for the 21st Century*. The team members planned how to conduct the parent meetings based on their own needs. Some schools provided access to their own career centers, providing additional information on career related programs. Some invited speakers to talk about careers. Others met at job sites where they toured the building and learned about job opportunities available there. The Elkhart Career Center provided much information and help with identifying local needs.

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Program Rationale

As we move closer to the 21st century, wise choices regarding courses in school and subsequent career decisions becomes absolutely critical. Rapidly disappearing are high-paying jobs for which workers need little formal education. In their place are positions in which communication skills, computer use, problem-solving analysis, and interpersonal skills are part of the day-to-day operation. Not only is high school graduation a requisite, but on-going education and training is needed throughout one's lifetime. This leaves little room for either school dropouts or for those whose course selection has left them deficient in mastering appropriate skills.

In Elkhart County, according to the 1990 Census, 27.2% of the population above 25 years of age do not have a high school diploma. The authors of *High Hopes, Long Odds* state:

> *Parents are important sources of information about education and career options, and their educational experiences not only influence the expectations they have for their children but also the information they can provide their teenagers. . . . Students not bound for college need the most help, receive the least assistance, are equipped with the most limited information, and experience the greatest risks in the job market.*

These are the students for whom school seems to have the least relevance, who are least likely to set goals, more prone to drop out, and who are most susceptible to substance abuse or other anti-social behavior.

Organizations and Roles Involved

Five school districts ultimately were involved in the project. Seven individual schools had participants. These crossed the boundaries from elementary, middle, and high schools. Each school district was given autonomy to develop a program within the general guidelines described in the proposal. Consequently, each of the five school districts came up with different models.

Engagement of Students and Families

The workshops were beneficial to the parents and students who attended them. They were engaged in activities to make them aware of the career options for their children. They learned about the opportunities available around Elkhart County and about all the career resources available to their children. The parent and student attendance for these meetings ranged from two families to 52 parents and students present. Even though some schools had a low participation rate, the parents gained valuable information to help them with their child's future career plans.

Program Impact

Participants agreed that the project had a major impact on those involved. No schools were negative about the outcomes. From this pilot base it is hoped that the program will not only continue in each of these districts next year, but will be expanded into other schools.

Essential Change Themes

Several suggestions offered in these reports will assist the development of the programs next year. Among these are the following:

- Keep the numbers involved relatively small. It may be necessary to provide multiple programs rather than expand the size of any given program. The opportunity for people to band together and to have small discussion groups proved invaluable in many cases.
- Move up the calendar for the programs. Many reported that they felt the program should start early in the year. This will be done in most cases.
- Expand the base of presenters. More people from the community should be involved; more opportunity should be presented for participants to take field trips to both individual businesses and to the Career Center. The time

schedule for the program may have to be varied so that more people can participate. If sessions could be held so that parents would have options to attend morning, noon or evening, there might be greater opportunity for involvement.

- Finally, it would be worthwhile to eliminate the term "at risk." Many felt all students are at risk today. Therefore, we should make sure that all students and their parents have an opportunity to participate.

Education and the Workforce: Bringing It All Together

Youth Leadership Fort Wayne

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Demographic Information

Youth Leadership Fort Wayne (YLFW) is located in Allen County in northeast Indiana. Allen County has a diverse population, from urban Fort Wayne to rural Leo and Spencerville. The high school age population in Allen County is approximately 18,000 students. YLFW recruits students from all 20 high schools (six Fort Wayne Community, five East Allen County, one Southwest Allen County, one Northwest Allen County, three Christian private, two Catholic private, one Lutheran private and one private academy) and 12 youth serving nonprofit agencies.

The 1995-96 YLFW class was composed of 35 students: 21 girls and 14 boys. There are 10 freshmen, 22 sophomores and three juniors. Twenty six percent, or nine of the students, were minorities: seven African Americans, one Hispanic American and one disabled student (blind).

Program Description

YLFW prepares for Fort Wayne's tomorrow by cultivating today's young leaders. YLFW serves as an additional leadership development resource for schools and youth agencies. YLFW is not a program for established student leaders; schools and youth agencies identify students with leadership potential, but not necessarily leadership experience.

Students are exposed to leadership skills training, active volunteerism, community education and adult role models. The program consists of 15 events, six program days, four overnight retreats, three Saturday sessions, and two receptions. The students receive 158 hours of leadership training. (Students are not charged to participate, so no one is denied the opportunity on the basis of income.)

Education & Workforce: Bringing It All Together is a two-day program that teaches workforce skills and provides job experiences for the students. The first session focuses on job experience, addressing workforce skills, resume development, interviewing, setting career goals, and discovering personal strengths and aptitudes.

During the Workforce session, the students job shadow local business professionals, many of whom are class members of Adult Leadership Fort Wayne. Students spend an average of three to four hours with their host. The interviewing session consists of two components — mock interviews and a feedback session with the interviewers.

The culminating piece of the program is the session with guidance counselors and parents to discuss student options based on what they learned from this experience. Students can

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evaluate their present high school choices and continue to refine their plans for post high school.

Program Rationale

YLPW believes that by connecting students with their community, increasing self esteem, providing positive role models and teaching significant life skills, the students will become more productive citizens.

Education & Workforce: Bringing It All Together focuses on the connections between educational opportunities and workforce realities. The program provides a significant on-site work experience for the students and gives them information for career and educational decisions.

Organizations and Roles Involved

Nineteen local businesses were involved in the job shadowing experience; an additional five assisted in the interviewing sessions. The Chamber of Commerce and Indiana Purdue Fort Wayne (IPFW) hosted the two events. The IPFW Career Services Department, Junior Achievement and the Fort Wayne Community Schools Pursuits Program collaborated to develop the educational training.

The Foellinger Foundation and Navistar provided the local matching funding, and there is every indication they will continue to support this program.

Engagement of Students and Families

The addition of the parent involvement in the final phase of the program made a significant difference. Parents clearly felt they were often not supplied significant information about their children's career development. They welcomed this opportunity and many commented that this session was the highlight of their year. Parents also receive monthly newsletters about the status of the program and the content of the sessions.

Program Impact

Information from the pre- and post-surveys indicates that:

- In November, only 20% of the students had significant workforce experience.
- In May, 63% had significant workforce experience.
- In November, only 3% had any experience writing a resume.
- In May, 58% of the students were actively using their resume to enter the workforce.
- In November, only 13% of the students had ever had an interview for a job.
- In May, 38% of the students had participated in some type of job interview.
- In November, 19% of the students thought they could make significant career choices in high school.
- In May, 27% of the students changed their course selections to fit better with possible careers.

Journal entries from the students support the premise that practical career exposure helps students make informed decisions. Many students used terms like "eye opening," "never thought of this before," "now I know what I want to do," or "I never considered this." Not all students became clear about their future goals, but many received enough information to help them continue looking for answers.

Essential Change Themes

The success of this program has largely depended upon the volunteering of others, the educational collaborators, the job shadowing hosts and the interviewers. Truly a community supported effort, the program would fail without participation from every corner.

The biggest constraints of the program has been the limited number of students to whom we can offer this program. In cooperation with the Fort Wayne Chamber of Commerce Workforce

Development office, we have shared program findings and resources. Our two agencies might collaborate to offer this program to a larger number of students. The Workforce Development office has already advocated that, by the year 2000, every student should graduate with significant on-site work experience. The logical extension of this program is to help the schools see the value of active workforce development and to integrate some of these ideas into their curriculum.

The Electronic University

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Demographic Information

Southern Indiana surrounds the New Albany, Indiana, area and is the home of the Falls City Community Network. Indiana University Southeast is located in New Albany and considers the nine counties of Southern Indiana as its primary service region. The university has online computer access to the Falls City Community Network, an Internet system that will provide online computer access to the service region. Through this and also through more traditional means of access, the university strives to increase the rate of college-bound students in the community.

Program Description

The Electronic University (EU) OnLine project focuses on high school students and uses Internet resources to increase the availability of information about academic planning for college. The EU OnLine project includes the following topics: college admissions requirements and related financial information; college expectations; study strategies and skills; academic and career planning. The target audiences are high school students, counselors, and educators in Indiana. We adapted course content from a successful college-level freshman seminar to the high school population and modified the curriculum content to fit Internet modules. The course modules include teaching students to use computing resources. We created modules with links, not just to information we place on the Internet, but to information and people around the world.

We completed the project in consultation with local school counselors so that the EU OnLine course fits easily with existing and emerging educational and career planning curriculum. The second stage of course development was to use the latest techniques on the Internet to produce an interactive course. The design allows students to work individually while online, or classroom teachers and counselors can download files and use materials in more traditional teaching situations.

A preliminary pilot test was conducted in fall 1996 with an Indiana University (IU) Southeast section of COAS S100 Exploring the Electronic Campus. Upon completion of course development, we prepared an information packet, describing the course, examples and the location of the home page, and mailed these resources to counselors at the schools in the region.

Program Rationale

This project seeks to increase the numbers of high school students in Indiana who pursue a college education. The course modules, available via computer access, provide information that reduces barriers to higher education and meets needs of local students and counselors.

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EU Online directly addresses study habits, skills and the history and culture of higher education. This information is especially helpful to new students, particularly those from first generation college families.

A second goal is to improve access to information about preparing for college and how to succeed once you are there. Those who will benefit from the project are students, parents, counselors and higher education, and ultimately, the community.

The course could be used in several ways: as a unit on technology in computer science or English classes, as an exercise in researching educational and career planning, as an educational career planning unit using technology.

Organizations and Roles Involved

Local agency staff who were instrumental in supporting this project included the Wilson Center. The Center houses the Falls City Community Network and is bringing electronic communication directly to the private sector and will connect many diverse elements of the community, allowing EU Online to be delivered directly to the home computer.

Local school officials and counselors met with us to discuss course materials. We also conducted a workshop with local high school counselors to introduce them to the course materials. [illegible] of [illegible] conducted the course development and teaching.

Engagement of Students and Families

The purpose of student and family involvement in EU Online is to increase students' ability to use the information that they found. Students have a direct hands-on involvement in learning, and parents can participate with the student in the home.

Program Impact

EU Online generated interest in Internet training for local school personnel. As a result, a second collaborative project is being considered by our campus and community partners. The public can access materials in a user-friendly format on the Internet. Local libraries also will soon provide Internet sites.

Students need improved study skills to succeed in college. [illegible] High School indicated to us that our course materials could be used in their freshman skills class. EU Online helps students develop a realistic perspective regarding what they will need to do to succeed in college, including how to study and how to hone their success skills.

Essential Change Themes

Two major constraints developed during the grant period. First, we were one step ahead of the actual implementation of fiberoptic cable systems that would provide access to the Falls City Community Network. Because of organizational changes and physical logistics within the cable company and the schools, the Internet access was not available as planned. This affected our ability to teach pilot sections of the course.

Second, local administrators did not complete the Bridge to College program agreement as planned. This [illegible] another pilot opportunity for the course.

The career planning module of EU Online serves as a place to provide students with a user-friendly, self-directed learning experience. There is such an information [illegible] out there that students will benefit from an opportunity to decide where they want to go.

The development of the course coincided with the state initiative, Access Indiana, which is forming community access networks throughout Indiana. The local community network, Falls City Community Network will provide the vehicle for both school and home access to the Electronic University Online. Schools in the 11 counties surrounding [illegible] will have toll-free access, bringing the potential of 10,000 students to the Electronic University Online. While somewhat behind schedule, access continues to move along.

We have been able to pilot the modules as they are developed. However, due to unavailability of technology in the classroom, we could not conduct the course evaluation as planned. We instead relied on evaluation by college students and counselors. Also, we included an e-mail address for comments on the Web pages.

Enhancing Career Opportunity Information and the Teaching of Study Skills in Parke and Vermillion County Seventh- and Eighth-Grade Classes

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Demographic Information

Parke and Vermillion counties are located in rural west central Indiana near the Illinois border. Four relatively small school corporations in the two-county area range in total Average Daily Attendance (ADM) from fewer than 700 students to 2,100 students. Seven high teachers and counselors were targeted for participation in the project. Four of the five school corporations have seventh- and eighth-graders housed with the senior high. One school corporation has a separate middle school.

Most of the workforce drives out of the area for employment, and the area is populated by an aging citizenry. On average, the number of students on free and reduced lunch is approximately 20%, and the average percentage of special education students is 19%. The total public school population in the two-county area is under 6,000 students.

Program Description

The project was funded partly with grant monies from IYI and partly from a local not-for-profit organization designed to assist schools. The primary activity was a one-day summer workshop conducted in a local manufacturing facility during which junior high teachers and counselors interacted with presenters from career centers at Ivy Tech State College and Indiana State University. Teachers and counselors received a stipend for the day, plus career information and study skills materials. The formal presenters received compensation for presenting the two sessions. Participants chose between morning workshops on career information or study skills and then worked together during the afternoon to formulate plans for "back home application." Resulting projects have been monitored throughout the school year.

Program Rationale

Our superintendents and others in the two-county area received the various sections of *High Hopes, Long Odds*. After the media coverage of the study, we were all struck with the notion, "What do we do now that we know this?" We decided to focus on career information and study skills. *High Hopes, Long Odds* was the catalyst for developing this workshop and other initiatives which have since spun off from the summer workshop.

Organizations and Roles Involved

The Parke-Vermillion Community Education and Employment Corporation (PVCEEC) is a not-for-profit organization that addresses workforce preparation, education and training, and their relationship to community development. Of the 15 board members, nine represent the private sector. This organization, with input from local schools, chose to pursue the IYI grant to help fund a training initiative for local teachers and counselors based on the findings of *High Hopes, Long Odds*. A local manufacturer offered his training facility for the workshop and provided snacks and lunch for the participants. Both private and public sector PVCEEC board members helped to make the workshop possible.

Engagement of Students and Families

More than 850 students were engaged in career information or study skills projects which were "spun off" from the one-day workshop in August 1995. Logs were kept on student and parent contacts throughout the school year.

Most parent involvement was in career information projects that developed throughout the year. Parents served as classroom speakers and contact persons for business and industry, and they arranged workplace visits and provided materials for teachers.

Program Impact

The project had two essential elements: 1) to provide teachers and counselors with accurate career planning information, and 2) to provide teachers and counselors with study skills information and materials.

All seventh and eighth graders in the Parke-Vermillion area were exposed to study skills information shared with teachers during the workshop. While few parents were specifically drawn into the study skills activities, parents were involved with the career units.

Nearly all families with children in the seventh and eighth grades in local schools were exposed to study skills materials/strategies and career information. The impact of the project has been twofold:

Twelve mini-grant projects spun off from the one-day workshop and were undertaken throughout the year. Teachers and counselors proposed various career-related projects which were then funded by the Parke-Vermillion Community Education and Employment Corporation (PVCEEC).

Teachers received, and continue to receive, high quality study skills materials.

Essential Change Themes

The essential change theme which resulted from this project was that parents, business and industry people, and people representing community-based organizations are eager to become involved in school-related projects when they are well defined and focused.

One of the PVCEEC's specific goals is to support local schools in their efforts to better prepare students for the future workplace. PVCEEC was awarded the grant from IYI. The project gave the PVCEEC a specific "order of work" through which to build bridges to the local schools.

Fill it UP for MDA
North Adams Community Schools

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Demographic Information

North Adams Community Schools is located in Adams County in rural northeast Indiana. Decatur, the county seat and home to the school district, has a population of 9,000; the entire county has a population of 30,000. North Adams Community Schools is made up of one high school, one middle school and three elementary schools with a total enrollment of 2,400. Bellmont High School enrolls 925 students in grades nine through 12.

DECA is a national student vocational organization that fosters development of personal and civic competence through activities that emphasize communication and employability skills, leadership development, community service, and team-building skills. DECA at Bellmont High School, winner of numerous state, regional and national awards for its unique student initiated/student led curriculum, blends academic learning, business and marketing skills, and community service. The general philosophy has been to apply classroom knowledge in solving identified community needs and problems. Projects are practicum settings for mastering skills while simultaneously providing valuable community service. Approximately 70 students from grades 10, 11 and 12 are annually enrolled in the year-long Marketing Education/ DECA program, which traditionally attracts a wide variety of students, with two-thirds going on to post graduate training or schooling and one third directly entering the work force following high school. Over 150,000 students make up the membership of the National DECA's Association of Marketing Students.

Program Description

Fill It UP For MDA (Muscular Dystrophy Association) was a model DECA program designed to meet the changing needs of students and bridge the gap between classroom academics and the real world. Fill It UP for MDA was a fundraising campaign headed by the Bellmont High School DECA program and involved all 950 DECA Chapters/ 30,000 members in the Central Region (which includes 13 Midwest states). Chapters were asked to fill an empty two-liter Seven-Up bottle with coins and dollar bills during a collection period, with a goal of raising over $20,000 for MDA.

Program Rationale

Students saw this program as a once in a lifetime opportunity to learn valuable skills and to experience pride for contributing to a worthwhile cause. Fill It UP For MDA expanded current service learning models to focus on major elements in career exploration, career choice and career goal setting. Fill It UP For MDA linked students with community and regional business persons and helped students to identify action steps which lead them to desired educational and career goals. Project goals included:

- Goal I: Students will be better prepared for success after high school as a result of participating in authentic instructional, service learning experiences.
- Goal II: Students will develop and sustain a partnership with the Muscular Dystrophy Association.
- Goal III: Students will have more educational and career options open to them as a result of systematic and meaningful career awareness and exploration at an appropriate age/grade level.

Organizations and Roles Involved

The MDA Chapter was an active collaborator and the major recipient of the fundraising endeavor. MDA program representative Ms. Jennifer McClure assisted in project development and served as spokesperson for MDA. All funds were sent to the local MDA Chapter Headquarters in Ft. Wayne, which then distributed funds to families and organizations in Adams County and other contributing communities. MDA also assisted the program through publicity, prizes, and personnel for career mentoring and guest speakers. Other collaborators included:

- Seven-Up — contributed two liter coupons for all participating DECA Chapters; provided fountain drinks for the kick-off and Central Region Conference, and contributed prizes for the top fund-raising chapters.
- Sprint/United Telephone — assisted with the telemarketing campaign through a donation toward long distance calling expenses.
- Complete Printing — assisted with printing information packets.
- Mind's Eye Graphics — contributed graphic design and artwork.
- DECA State and National Advisors and Officers — assisted with planning and promotion.
- North Adams Community Schools — provided personnel for grant administration, clerical services, graphic design and commercial art.
- Decatur business community — promoted the campaign and provided collection sites.

- Other major corporations — contributed prizes for the top fundraising chapters.

Engagement of Students and Families

With assistance from the project director and DECA Advisory Committee, students were responsible for all phases of the planning, implementation and evaluation of the project. Students were directly involved in all decision-making regarding the application and implementation of marketing strategies and in the creation of their academic learning and assessment. For marketing, students put to practice numerous promotional and public relations techniques, including designing direct mail pieces and telemarketing scripts, planning news conferences, and coordinating local fundraising activities. Through Fill It UP For MDA, students shared their experiences with local media, the DECA Advisory Committee, the North Adams Board and community service organizations.

Program Impact

Upon project completion, a series of assessments took place to identify specific strengths of the program. Students gave and received high ratings for:

- promoting causes and strengthening relationships of DECA, MDA and Seven-Up
- inspiring members of the central region to work together for a single cause
- raising over $10,200 for MDA
- reaffirming the public's faith in the positive potential of today's youth
- participating in an authentic classroom experience that brought about true life marketing application, day-to-day business involvement, and face-to-face interaction with business persons whom today's youth will eventually replace

Essential Change Themes

Overwhelmingly, students said that the success of Fill it UP for MDA was dependent on the partnerships established with DECA, MDA, Seven-Up and the Indiana Youth Institute. Without the direct involvement of any of these four groups, the project would not have succeeded.

Further review by the students revealed a number of areas that produced sore spots along the way.

- There was a lack of participation by our own students during the summer planning sessions.
- Some training sessions seemed inadequate for some of the tasks that needed to be completed (it was hard to train students for experiences they had never had before).
- Completing the project was a long and tiring job, with little time to take a break before moving on to the next step.
- Corporate sponsorship was difficult to get because so many good projects came to the attention of the same sponsors.
- One third of those chapters who said they would participate in the project did not follow through on their commitments or deadlines.
- Our teacher experienced what he said was his most frustrating year of teaching, which hurt his enthusiasm and dedication.
- Students were a lot less excited about the career awareness and exploration aspects of the project than they were about the fundraising part of the project.

Finding a Good Job Becomes Reality for Graduates of Paoli High School

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Paoli Community School Corporation
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Demographic Information

Paoli Community School Corporation is comprised of two schools — Throop Elementary, with an enrollment of 800 students, and the Junior/Senior High School, with an enrollment of 770 students. Paoli is a small town (population 3,200) nestled in a rural area with a total school district population of 8,500. Our school serves a low socioeconomic populace with a 40% free/reduced lunch count. Good paying and professional jobs are scarce.

Program Description

We wanted to create open channels of communication between the school and business community regarding career information. We have long watched our better students leave the community upon graduation, never to return. Our project was directed to familiarize students with the various careers that are available at the local level in hopes of luring some of our graduates back to the community. We also wanted to show our students who will be directly entering the work world after graduation that various local jobs are available.

Program Rationale

A program coordinator worked with four leading local businesses: Orange County Hospital, Paoli Inc., French Lick Springs Hotel, and Kimball International. Each sent representatives to make presentations to our freshmen regarding types of jobs available in their respective workplaces. Following these presentations, students visited the business of their choice.

Engagement of Students and Families

On March 12, 1998, we invited students and their parents to school for an evening meal, followed by presentations from postsecondary institutions. Institutions present were Indiana University Southeast, Oakland City College, Vincennes University, Ivy Tech State College, and Purdue Statewide Technology. Staff answered questions about educational requirements for specific careers, high school courses that should be taken, and costs to attend the respective institutions.

Program Impact

Students and parents are now more aware of specific careers in the local area and how to pursue these careers. Our counselors have also been involved in each phase of our project. They are now better prepared to discuss local career opportunities. Consequently, our project will affect all students — not just the freshmen.

Essential Change Themes

The school administration and local businesses have been supportive in this endeavor. The only constraint has been family participation. We were hoping to obtain 75% parent participation, but we did not. We obtained approximately 40% participation. We hope to continue similar projects each year.

[redacted]

Four Years: The Rest of Your Life (Realizing Your Dream)

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Demographic Information

Muncie Community Schools is an urban school district located in east central Indiana in a town of approximately 71,000. The school population — which was once quite diverse and drew from the college community, blue collar families, and lower socioeconomic areas — has faced great changes during the past 15 years. The school population has declined 28% from 12,015 in 1981 to the present enrollment of 8,700. Since 1981, Muncie Community Schools has closed three middle schools, one high school and five elementary schools. The number of at-risk students has grown from 40.4% in 1987 to 53% presently.

Achievement test scores are a concern, and SAT scores are below the national average. Also of concern is a graduation rate ranging from 75 to 69%. Many industries have closed or moved, and most new housing has not been within the Muncie Community Schools' limits. Muncie Community Schools finds itself working with a larger number of welfare families and families in which career models are absent. In some instances, students may have little hope to ever work in profitable situations as they are second and third generation welfare recipients.

The program was designed to target 1,300 students in grades eight, nine, and 10. Its aim was to help students and their parents to:

- learn about personal interests, aptitudes and abilities
- learn how interests and aptitudes translate into career clusters
- learn how these career clusters translate into the present job market trends
- learn how the job market trends and personal interests and aptitudes lead to available training programs
- learn how four-year high school plans can be developed, based on aptitudes, interests and the job market.

Program Rationale

This program was developed to aid in writing four-year plans for eighth grade students and to review and upgrade these plans for ninth and 10th grade students. It was important that parents be directly involved. It was also important that the plans reflect students' aptitudes and interests.

Organizations and Roles Involved

The two middle and high schools implemented the programs. Ball State University and Indiana Department of Education representatives served as resources. Community businesses, industries and professionals were also included as resources for career information.

Engagement of Students and Families

The after-school and in-school activities were planned to engage parents in their student's planning for high school and a career. Incentive programs were used to reward attendance. The middle schools were able to involve approximately 30% of students and their families. At the high schools, only about 13% of ninth- and 10th-graders and their families participated.

Program Impact

The four-year plan sheets and career assessments were apparent to students, parents and community partners. All activities focused around the four-year plan, graduation and a career.

Essential Change Themes

Program supports: A strong commitment of parents in the more affluent school population resulted in greater attendance and community involvement in the program.

Program constraints: Student and parent apathy resulted in lowered attendance at some events, even with incentives. The most effective grade level to target was the eighth grade, where parents and student involvement was the highest. The four-year plan was a tangible benchmark and drew more involvement and interest from families and students alike.

FUTURE FOCUS

Contact Persons:

Mrs. Kathleen E. Burgess, *Head Extension Department*
Mrs. Mary Ann Wroteski, *Head Youth Services*

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Demographic Information

The Gary community has unique demographics. A city where steel was once king, Gary now lies nearly abandoned by major industry. Since younger and more mobile population tend to follow industry, Gary has been left with a lower tax base and high unemployment. Statistics from the 1990 U. S. Census indicate that 11,992 households out of the 40,000 listed for the city are single family homes with no husband present. The census also shows that out of the total households 32,085 are African American and 1,918 Hispanic.

Program Description

The Gary Public Library with six units and a bookmobile has served the community for 90 years. Its mission statement begins, "The Gary Public Library will provide convenient and timely access to materials and information that meets the educational and personal needs of individuals of all ages and groups of all types."

Following through with the mission statement, the Future Focus Center was established to meet the needs of middle school students and their parents. The Center houses self assessments, aptitude, thinking skills and decision making materials, as well as multiple forms of vocational information. The section also contains career magazines, state college and vocational catalogs, a computer, printer and CD-ROM discs. Of particular use for parents are financial aid sources and books on managing finances. Located in the Main Library, the Center is open seven days a week during the school year. A college/adult page is available Saturdays to man the Center. When school is in session, guidance staff serve Saturday afternoons to advise patrons.

Program Rationale

A survey taken by Youth Services staff of the seven library systems in Lake County revealed that no system had a special career section or corner for middle graders and their parents. Career and vocational information was usually housed in the shelf or reference section. After the Public Library survey, an informal survey of media specialists in the school corporation found middle school personnel struggling to provide vocational materials and guidance counselors overburdened. The Future Focus Center will provide for today's teens, tomorrow's workforce and their parents a means of investigating and planning for a future that is self-supporting.

Organizations and Roles Involved

Because of its commitment to youth and regional libraries, the John Will Anderson Foundation has agreed to help us with the Future Focus Center. The Gary Public Library will continue its support by including a budget line for the Center and staff to order materials.

Engagement of Students and Families

The June 1 and 2, 1996, opening of the Future Focus Center met with enthusiasm from parents and school personnel. Tolleston Middle School students did the honors of cutting the ribbon to officially open it. Staff was pleasantly surprised to receive acknowledgements of the Center's opening by Gary Mayor Scott King and U. S. Representative Peter Visclosky. Deputy Mayor Suzanne Buggs was the first patron to use the collection. Projected program topics for the fall include How to Study, How to Use the Library, and How to Find Financial Aid. A Career/Vocational Fair will highlight a weekend. Bibliographies and flyers will be distributed in quantity to the middle and high schools, as well as to youth organizations. Cable and spot radio announcements will use the school radio system. When possible, the youth services librarian will visit classrooms to encourage and promote attendance at programs.

Program Impact

The impact of the program is yet to be measured. Initial reception indicates the collection will be used. Rarely a day goes by without a patron browsing through the shelves or checking out a book.

Essential Change Themes

In the process of forming the Center, we realized we should have had a third staff member. When family leave for staff stalled the project, a third committee member could have helped us keep on schedule.

A representative of the John Will Anderson Foundation indicates that they will consider funding future youth projects. The Indiana Youth Institute Summit held June 10 and 11, 1996, sparked many ideas which will be put into writing soon.

[illegible] — A Passion to Serve [illegible]

Indiana University-Purdue University Indianapolis & Interdenominational Churches for Educational Excellence

Contact Person

Regina Turner, Ph.D., Community Liaison

Address

IUPUI and ICEE
355 North Lansing Street, AO 132
Indianapolis, IN 46202

Phone 317 278-[illegible]
Fax 317 274-[illegible]

Demographic Information

Interdenominational Churches for Educational Excellence (ICEE) is a consortium of nine Indianapolis African American churches whose ministers and congregations have joined with IUPUI to raise the level of educational achievement among the children in the member churches. With church memberships ranging from approximately 1,200 to 35, the active student membership in ICEE is approximately 150, although a small hard core of approximately 40 students attend most of the academic programs. Students attend a wide variety of schools in Indianapolis and surrounding townships, both public and private. Most students are in moderate- to low-income families where they will be the first generation to attend college.

The achievement spectrum for the students is wide and varied, but typically reflects national trends: strong beginnings for males and females, weakening about the fourth and fifth grades and "giving up" in the middle, junior and senior high years, with math as a particularly problematic subject. Few participate in extracurricular subjects at their respective schools. The males generally have the poorest grades when they move from elementary school. Few students in the program drop out of high school. Most express the desire to attend college.

IUPUI, the university partner in the consortium, is a large urban university of approximately 27,000 full- and part-time students. It is a comprehensive university offering the full range of degrees from associate to doctoral levels. The ICEE program began in 1986 by a group of concerned ministers in the community and the vice chancellor for Undergraduate Education at IUPUI.

The program welcomes students — from preschool to high school seniors — to participate in weekend programs which consist of workshops in writing, math, science and history. They also go on trips to colleges, cultural activities, conventions, and symposia.

Program Description

We produced and presented a Black music stage musical, [illegible], which addressed some key issues affecting minority education in Indianapolis, and by extension, other large urban school systems. The main purpose was to pose novel, interesting, and culturally relevant ways to make important observations about today's minority communities and education and to get educational guidance information to students regarding the right classes to take to prepare for college.

Program Rationale

High Hopes, Long Odds and other research shows that many minority students are not receiving the educational guidance they need to make the most appropriate choices to prepare for college. Though much of the poor guidance results from inadequate counselor staffing, some of it results from students' and parents' inability to "hear" some information from traditional sources.

Organizations and Roles Involved

In addition to the Interdenominational Churches for Educational Excellence and Indiana University Purdue University Indianapolis which made available the students, parents and the leadership, a number of community corporations gave monetary and other kinds of donations. These organizations were Indiana Youth Institute, Black Classical, Lutheran Women, Church Federation of Indianapolis, Indiana Parks and Recreation and Lilly Laboratories (equipment). Many volunteers offered their services also. Fifty students made up the cast of [illegible] with another 20 working behind the scenes. About 35 parents provided other kinds of support during the production.

Engagement of Students and Families

Students and families contributed ideas and helped to write the script, rehearsed the performances and performed the show. Other students and families contributed technical support, food service for rehearsals, public relations, etc. Of course, students and parents made up a large part of the audience at each performance. An estimated audience of 1,200 persons saw the performances.

Program Impact

All the persons who attended the production were able to see and hear from their peers and

[illegible]

[illegible]

[illegible]

Essential Change Themes

[illegible]

[redacted]

Inspiring Kids to Reach for Their Dreams . . . The American Dream

Contact Person

[illegible], Executive Vice President

Address

Junior Achievement of Northern Indiana
[illegible]
[illegible]

Phone: [illegible]
Fax: [illegible]

Demographic Information

[illegible]

Program Description

[illegible]

Community Change-Maker [illegible] Program

1. Exploring Your Opportunities: [illegible]

2. Jobs, Jobs, Jobs: [illegible]

3. Opportunities in Northern Indiana: [illegible]

4. The Process of Obtaining a Job: [illegible]

5. Succeeding at Your Job and Climbing The Ladder of Success: [illegible]

[illegible]

[illegible]

Program Rationale

[illegible]

[illegible]

[illegible]

Organizations and Roles Involved

[illegible]

Engagement of Students and Families

[illegible]

Program Impact

[illegible]

[illegible]

Essential Change Themes

[illegible]

[illegible]

[redacted]

L.E.A.P. Program
Learning & Exploring About [illegible] Potential

Contact Person
[illegible]

Address
[illegible]
[illegible]
[illegible]

Phone [illegible]
Fax [illegible]

Demographic Information

[illegible]

[illegible]

Program Description

[illegible]

[illegible]

[illegible]

[illegible]

Program Rationale

[illegible]

[illegible]

[illegible]

[illegible]

Organizations and Roles Involved

[illegible]

[illegible]

[illegible]

[illegible]

Engagement of Students and Families

[illegible]

[illegible]

[illegible]

Program Impact

[illegible]

Essential Change Themes

[illegible]

[redacted]

Opportunity Information Project

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Sharon Ball, Project Director

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Demographic Information

Lake County is located in the far northwest corner of Indiana and has a population of 485,000. Lake County is historically the most ethnically diverse county in the state. The population is 24.5% African American and 8.4% Hispanic. The Opportunity Information Project was targeted at families served by the River Forest School Corporation, which has 1,288 youth in New Chicago, Indiana, located within the Lake County Public Library service area. River Forest High School serves 375 young adults. The Indiana Department of Education ranks River Forest High School 361 out of 375 in the state based on socioeconomic status and the average cognitive skill index, a measure of a students ability to learn. The enrollment is 28.8% Hispanic. The Department of Education also finds that only 29% of graduates attend college. According to the U.S. census only 13% of Hobart Township residents have a college education. The average per capita income for New Chicago is $10,816. The New Chicago Branch Library serves an important role since there is no community center or recreational center.

Program Description

This was a pilot project to assist at-risk students and their families in making informed choices about postsecondary education, training and employment. The Opportunity Information Project offered evening workshops on career awareness, financial aid, local higher educational opportunities and workforce development services. A bilingual counselor was available by appointment for evening counseling. This project placed a computer and software in the New Chicago Library. The software could help with career assessment, studying for the SAT, searching for college funding and writing a resume. Library staff assisted students and parents in using the computer and software. A current print career collection was also placed in the library. These materials included current college and vocational school handbooks, career awareness information, apprenticeship information and work skills information.

Program Rationale

The rationale behind this project was that many students and their parents lacked the information needed to make informed choices. The Opportunity Information Project sought to increase the knowledge base of at-risk families and to address the need for a bilingual counselor in the New Chicago Community. The workshops and counseling services were offered in the evening for working families. The project was designed to assist families applying to colleges and technical schools for the first time.

Organizations and Roles Involved

The Opportunity Information Project was a cooperative effort between the Lake County Public Library, River Forest Schools, and the Educational Referral Center. The project director selected the software and materials; the Lake County Public Library promoted this project with media releases, producing flyers and writing articles for the high school newspaper. The Educational Referral Center conducted four of the workshops and assisted those parents requesting help by appointment. The River Forest School Corporation assisted by sending home flyers about each workshop and promoted the project in the school newspaper.

Engagement of Students and Families

Getting the community involved was a challenge. After a slow start, families and students did come to the workshops. We had success with the financial aid, local college night, and workforce development programs. The workshops were informal opportunities for parents and students to get the needed information and to meet with a counselor privately in the evening.

Program Impact

The Opportunity Information Project has increased the amount of information available to families through a variety of formats. This project has offered community based programs for first generation college or vocational school students and their families to inform and assist parents and students making choices for the future. The program met a community need.

Essential Change Themes

Several difficulties were encountered during this project. We had a problem getting the software for the computer. We also had difficulty with some personnel. The positive points were that families did participate. Attendance at the workshops initially was low but increased. The total number of participants in the five workshops was 55. The counselor saw eight individuals privately. The project will continue this year. The counselor used last year has left, and another will be sought. We plan to offer Career Planning Workshops again this year. The library believes an informational need has been identified, and we will continue to try to address that need.

Pike County's Workforce of Tomorrow: Building a Quality Tech Prep Program at Pike Central Middle/High School

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Bridget Murray

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Demographic Information

Pike Central is a school of approximately 1,150 students, grades six through 12, located near Petersburg in rural southwest Indiana. Pike County has three major towns — Petersburg, Otwell and Winslow. The largest of these is Petersburg, with a population of approximately 3,000 residents. Employment is business- and industry-based. Coal mining, agriculture, electric power plants, the local school system, and various small businesses offer limited employment for residents. A large percentage of the population must find jobs outside the county in nearby Vincennes, Washington, Jasper, Tell City, and Evansville.

An escalating rate of unemployment is due to the decline of the coal and construction industry and retail trade. In 1993, the rate of those seeking employment was 6.6%. The unemployment rate in Pike County has been higher than Indiana's state average for the past 10 years. This economic scenario has made the local job market extremely competitive. If Pike Central graduates are to compete successfully in tomorrow's competitive workforce, they need to make the connection between program pathways available at Pike Central High School (PCHS) and college and job opportunities available in southwest Indiana.

Program Description

Nearly two years ago Pike County School Corporation and community representatives met several times. They recognized the need to educate all students at Pike Central, not just those bound for a traditional four-year college. The committees believed that if Pike County was to be economically competitive at both regional and state levels, then PCHS must build a front-line workforce by aligning secondary school curricula with the needs of Hoosier business, industry, and government.

Pike Central has made considerable progress in its Tech Prep program since the 1993-94 school year. Included are the following:

- Establishing articulation agreements with local colleges to smooth the transition from high school to college transition.
- Identifying major occupational clusters and related fields.
- Developing course descriptions for all Tech Prep technical clusters and fields; engaging middle and high school staff in Tech Prep training activities.
- Developing a career awareness course and a computer skill course required of all PCHS freshmen.
- Developing a curriculum guide with four-year plans so that high school students will know what courses prepare them for an associate degree experience.
- Developing and implementing applied core academic courses — math, language arts, and others.

Program Rationale

This grant permitted PCHS to successfully address four major problems. These included:

- Informing parents and students of PCHS that Tech Prep is an academically rigorous program leading to two-year college programs and local trade apprenticeships.
- Providing students information on career options, present and future, that evolve from the Tech Prep program in Pike County, southwest Indiana, and the State of Indiana.
- Informing students of training requirements for certain educational occupations.
- Informing students and parents about types and kinds of financial aid, where to apply and what procedures they can follow to obtain funding for college tuition.

Organizations and Roles Involved

Several organizations, institutions, governmental agencies and individuals were involved in carrying out planned activities.

Pike County School Corporation: The local school district has provided focal leadership for this project. Dr. Mike Harding, curriculum principal at Pike Central High School, authored the grant and served as the grant contact person. Several

PCHS faculty members served as an in-house consultant to schedule and oversee grant activities.

Patoka Valley Vocational Cooperative: Harold Shipp, director of the PVVC, assisted in the planning of a career fair for all PCMS eighth graders. This fair was scheduled in March, but was canceled due to a late winter blizzard that dumped nearly 12 inches of snow over southern Indiana. Unfortunately, this activity was not rescheduled. The PVVC had pledged over $1,500 to be used along with FH funds to stage this worthwhile event.

Pike County Caring for Children Council: Mrs. Bridget Murray, coordinator for the PCCCC, served as a co-author of this grant. She also attended several grant activities and acted as a liaison between PCHS, the Pike County community and several postsecondary institutions.

Local universities and colleges: Several area colleges and universities were invited to participate in this grant. Those providing college counseling services and/or hosting student field trips included the University of Southern Indiana, Ivy Tech State College-Evansville, Vincennes University and Oakland City College.

Program Impact

Several activities have significantly changed Pike Central High School's curriculum and the Pike County community. These include:

- Increased awareness of career opportunities and their relationship to high school curriculum.
- PCHS enrollment in Tech Prep increased nearly threefold. Of the 1996-97 freshmen class ([illegible]), more than 50 students (20%) have identified Tech Prep as their high school program of studies.
- Production of a program guide for Pike Central that outlines requirements for academic honors, Core 40 and Tech Prep (especially helpful to eighth grade students and their parents in understanding PCHS program requirements, course content, and their connection to upper [illegible] at area colleges and the world of work). This document has made PCHS Tech Prep a viable alternative to four-year college prep studies.

Career awareness has become a focal point in the curriculum at Pike Central. Not only has the FH grant initiative led to the establishment of new required courses, but it has given PCHS needed funding to purchase current career awareness materials. As a result of discussions held at the high school level, we are considering a weekly career awareness day as part of our middle school curriculum.

Engagement of Students and Families

A major goal of this project was to actively engage students and parents in awareness and discussion activities about careers, post high school plans, and college program opportunities in southwest Indiana. This was achieved by several means, including:

- Parent's Night at PCHS. This program was held in February after extensive advertising over the radio and on two billboards well in advance. Counselors from PCHS and area colleges made presentations to eighth- and ninth-grade students and parents. Presentations were followed by discussions and questions from parents and students. Pike Central faculty distributed course sequence guide.
- Field trips to area college campuses by middle and high school students.
- Career awareness speakers from the Pike County community for middle school students.
- Career awareness displays in the high school C wing.
- Articles in our county newspaper and the PCHS community/parent newsletter.

Essential Change Themes

PCHS faculty is more aware of career opportunities such as labor apprenticeships and one- and two-year technical degree programs available to high school graduates. A comprehensive K-12 career awareness curriculum is now being considered by PCSC elementary schools. Administrators at Pike Central and its three feeder elementary schools will implement Indiana's Career Awareness Model this fall.

A course to address the "shortage" of counselor availability will be implemented this fall.

Even though this grant has had substantial impact on PCHS, we still have challenges. How will we continue to fund career awareness activities such as field trips, purchase career awareness materials, increase parent participation in students' curriculum selection and post high school program selection? Pike Central faculty and staff are committed to finding answers to these perplexing questions.

[redacted]

P.L.A.N.S. for the Future . . .
Making Dreams Come True
Transition from School to Work

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Leslie A. Altmann

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Indianapolis, IN 46240

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Parent Handbook and Video:
"Life After High School: Where Am I Going?"

Demographic Information

The Indiana School for the Blind (ISB) is a unique educational and residential facility in Indianapolis, Indiana. Established in 1847, ISB serves the entire state of Indiana, providing a comprehensive preschool through 12th grade accredited program for partially sighted and totally blind students. Current enrollment is just under 200 students, with the ISB Outreach department providing services to 1,000 partially sighted and totally blind students who are enrolled in the public school programs throughout the state. Outreach services include consultation to teachers, psychologists, and other professionals serving the visually impaired population. Some psychological assessments, orientation and mobility assessments, and functional vision assessments are also provided on an outreach basis. The ISB Outreach staff also offers a variety of in-service and conference programs for families, professionals, and visually impaired students.

Program Description

The Indiana School for the Blind professionally produced a school to work transition video and a consumable handbook for parents and visually impaired students. Copies will also be made available to public schools serving visually impaired students.

The video presents segments from eighth grade through 12th grade and includes topics that should be addressed each year of high school in order to make the transition from school into the adult world. The accompanying handbook includes specific references, agencies, and resources for families to call upon during the transition years. It also encourages families to assume positive roles in advocating for the visually impaired child.

Program Rationale

The vast majority of parents of visually impaired students attending the Indiana School for the Blind live outside the greater metropolitan Indianapolis area. Personal meetings at which information on transition planning are difficult to schedule. Information provided through the mail is less effective due to the loss of individual planning opportunities for each family.

Realizing the national and state movement toward school to work preparation and planning for students, we saw a significant need to provide information to assist families in helping "make dreams come true" for their children. The information had to be easily understood and easily accessible. Each family having a student in eighth through 12th grade will receive a copy of the video and a handbook.

Organizations and Roles Involved

Parents were surveyed during [illegible] conferences asking them what information would assist them in helping to prepare their child for the future and what would be the most effective means of communicating this information. Teachers also served as interns, spending time in local businesses to help determine skills employers seek from employees and to help determine adaptations needed to make a particular job position available to a visually impaired individual. Students expressed a desire for additional relevant information to help make their transition from high school into the adult world smoother. Teachers created lists of skills employers deemed as important job skills and noted the areas where high school programming can play an integral part.

The Indiana School for the Blind Vocational Team, a group of teachers directly involved in teaching classes specific to developing skills for transition into postsecondary education and training, assimilated the information for the handbook. The video script was written by an individual with 20 years of direct involvement both in teaching and administration of students and programs for the visually impaired. The Indiana School for the Blind administration supported the project by allowing filming of students, release time for the production and editing of the video, and use of school properties and supplies.

WISH TV 8 professionally filmed and edited the video. Crossroads Rehabilitation Services, the Charles E. Bosma Rehabilitation Services, Goodwill Industries, Target of Castleton, Indiana Vocational Rehabilitation Services, [illegible], and the Castleton Pet Clinic provided filming sites. Indiana School for the Blind students and an ISB alumnus were used exclusively in the video. ISB staff fully cooperated, including the teachers, Student Center, and dietary department.

Engagement of Students and Families

As mentioned earlier, students and parents were surveyed for their input and description of their greatest needs for transition planning. Students were used exclusively in the video. Each family with a student in eighth through 12th grade will receive a copy of the video and handbook.

Program Impact

The impact of the program has yet to be determined because the videos and handbooks have not been delivered to the families as of June 30, 1996. The projected date of distribution is August 21, 1996. This is registration day for the new school year and parents are requested to bring their child to school on this day. It is also OPEN HOUSE and a time for each family to meet with the student's Teacher of Record (TOR), who will explain the use of the video and handbook and ask the parents to direct future questions to them (TORs).

Essential Change Themes

Presently, few of the Indiana School for the Blind staff have been directly involved in this project. Staff will view the video, and TORs will receive in-service training to guide parents in the use of the video and handbook.

Classes such as Career Exploration, Self Awareness, Post Monitoring/Planning, Life Skills, Consumer Economics, Techniques of Daily Living, World of Work, Orientation and Mobility designed for off campus travel and orientation, job shadowing, and community based experiences have taken a down reality based practical application as project.

Financial constraints remain a significant issue in the copying of the video and the production of each handbook. As always, too, there is so much to do, so much information to provide, and yet so little time in which to accomplish this vision.

[redacted]

Reduce the Odds, Increase Your Opportunity, Use Labor Market Information

Contact Person
[illegible], President

Address
JobWorks
201 E. Rudisill Blvd.
Fort Wayne, IN 46806

Phone: 219 [illegible]
Fax: 219 [illegible]

Demographic Information

Serving the nine counties of northeast Indiana (Adams, Allen, DeKalb, Huntington, LaGrange, Noble, Steuben, Wells and Whitley), JobWorks is based in Fort Wayne, the second largest urban center in the state. JobWorks is not an employment agency but a not-for-profit "training and information broker" as it works with individuals interested in acquiring better work skills. JobWorks training customers usually fit into three groups:

- at-risk youth and dropouts
- adults lacking job skills and the financial resources to acquire them
- workers affected by plant closings and layoffs

Program Description

The primary goal of this project is to provide localized labor market information to students, teachers, guidance counselors and parents in the nine counties of northeast Indiana and to increase the level of interaction between local employers,

[illegible]

- [illegible]
- [illegible]
- [illegible]
- [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Program Rationale

[illegible]

Organizations and Roles Involved

[illegible]

Engagement of Students and Families

[illegible]

[illegible]

Program Impact

[illegible]

Essential Change Themes

[illegible]

Teacher Internships in Industry: Linking Education and Employment

Contact Person

[illegible], Director of School to Work Programs

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Fax [illegible]

Demographic Information

[illegible]

Program Description

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Program Rationale

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Organizations and Roles Involved

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Engagement of Students and Families

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Program Impact

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Essential Change Themes

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Community Change-Maker Mini-Grant Projects

Program Rationale

Most of the school counselors and the counselor educators in our schools and universities were trained in another era when the issues were different from today's. The grant provided the opportunity for all parties involved to work together, to examine the needs in schools today, and to develop a new approach to the training of school counselors.

Organizations and Roles Involved

The grant was a cooperative project of the Indiana School Counselors Association, the Indiana Counselor Educators and Supervisors Association, and the Indiana Department of Education – Student Services Division.

Engagement of Students and Families

Engagement of students and families was the step prior to the current project. The *High Hopes, Long Odds* study served as a basis for beginning the Train The Trainers project. Over 5,000 students from across Indiana, their parents, and their guidance counselors were surveyed. Specific questions related to the current and future needs of students were asked, and the results of the survey were provided in a detailed report. The needs of students as identified in the report provided the impetus for the development of new areas and new methods of training in school counselor preparation programs.

Program Impact

It is the first time in known history that the three organizations most affecting school counselors have worked together for a common cause. Eleven of the 12 universities that train school counselors actively participated in the project. In addition, four mini-courses were developed cooperatively by a practicing school counselor and a counselor educator. The intent is that when mini-courses are offered across the state, they will be taught by a school counselor and a counselor educator in a team effort.

Three specific products resulted from the grant:

1. A set of guiding principles for effective school guidance and counseling programs.
2. A core curriculum for school counselor training programs.
3. Four mini-courses prepared and ready to teach along with an extensive list of potential mini-courses.

A less measurable but equally important effect of the grant was the development of a spirit of cooperation and collegiality among the three groups involved – the school counselors, the counselor educators, and participants from the State Department of Education (the practitioner, the trainer, and the state regulating agency).

Essential Change Themes

The cooperative spirit and new understanding of each other's roles have been critical elements of the entire project. Friendly round-table discussions, coming to consensus, and developing common understandings of the new role of school counselors have invigorated the group to move ahead into the 21st century. The emerging role of the school counselor as an educational leader has lead the State Department of Education – Student Services Division to commit its professional development monies to the establishment of a Counselor Leadership Academy beginning in 1997.

[redacted]

Two Worlds Transition Pilot Program

Contact Person:
Sue Reynolds, Counselor

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Indian Creek High School
803 W. Indian Creek Drive
Trafalgar, IN 46181

Phone: 317-878-2115
Fax: 317-878-2112
E-mail: sreynolds@mail.cpbs.net

Demographic Information

Indian Creek High School is located 20 miles south of Indianapolis, Indiana. It is rural in flavor, and most residents commute to Indianapolis for work. Though 30 years old, the school facility is well kept, with a large sprawling campus that also houses a middle school. Its library is an agent for the Johnson County Public Library and is linked, via computer, to a variety of databases and network systems. The student body of approximately 550 is predominately European-American (0.4% people of color) and middle class (5% take advantage of the free/reduced lunch program).

Program Description

The Two Worlds Transition Pilot Program during the 1995-96 school year involved approximately one-third of the senior class. Students took part in work-site mentorships, college courses, or technical school courses during the school day. A concurrent seminar related the students' Two Worlds experiences with academic courses at Indian Creek High School.

Student Option #1, *Transition-To-Work*: Nine students participated in a non-paid, work-site mentorship program. Arranged on an individual basis in accordance with the student's needs, school constraints, and business/industry constraints, the students worked five to 15 hours at a work-site each week, learning career skills as appropriate. Students were placed with several businesses and industries including Methodist Sports Medicine, Indiana Repertory Theater, Morgan County Sheriffs Department, Branigan Large Animal Clinic, Franklin Small Animal Clinic, Dr. Thomas Reed, DVM, Dr. Paul Page of Morgantown Medical Center, and Arvin North American Automotive. Prior to working in the field, the students participated for one month in a daily seminar that focused on soft career skills and career development activities. All students were mentored at the work-site and supervised by a school faculty member. At the end of the school year, students invited their work-site mentor to a celebration dinner in their honor held at the school (funded by the *Meeting the Challenge* grant). Students received one Indian Creek "multidisciplinary" credit for their mentorship experience.

Student Option #2, *Transition-To-Four-Year College*: Twelve students took a Franklin College Public Speaking course offered at Indian Creek High School during the school day. Enrollment was by "open access," without meeting Franklin College's admission requirements. As a result, several academically able, but unsuccessful high school students (grade point averages below 2.0) were able to try out a college-level course — with college-level expectations for behavior and academic performance. A "visiting professor" conducted class three times per week on the Indian Creek campus. The class was structured as it would have been on campus. Students were given more responsibility for being "in charge" of their own education. The class reinforced skills taught in Indian Creek's senior English curriculum, and was supported by the Indian Creek Library and

Technology Project Suite. In addition to the course, students met in seminar once a month with an Indian Creek school counselor to facilitate their learning about college life and expectations. Tuition fees for the course were reduced by Franklin College to $155 per student. The *Meeting the Challenge* grant covered $100 of the course, leaving $55 for the student to pay. Students received one Indian Creek English credit and three Franklin College credits for their passing grade.

Student Option #3, *Transition-To-Tech School:* Ten seniors took College Economics, a general requirement at Ivy Tech State College at the Indian Creek campus during the school day. Students were enrolled by "open access" (see above). The program included both college-bound and tech-bound students. Students also met periodically with an Indian Creek school counselor to discuss their experiences and to connect the curriculum with their high school learning. Tuition fees for the Ivy Tech course were $173, of which the grant covered $118, leaving $55 for the students to pay. Students received one Indian Creek Social Studies credit and three Ivy Tech credits for their passing grade.

Required Transition Seminar: All students participating in a Two Worlds opportunity met on a regular basis with their Indian Creek faculty advisor or Indian Creek school counselor for supervision and support. Work-based and postsecondary learning opportunities were linked to Indian Creek academic course work to demonstrate relevance and application to the student's future. Work-site students also prepared a journal/log of their experiences, a discussion of feelings and personal growth, and evaluations from their work-site mentor. Work-site students also compiled a work portfolio including exhibitions of their mentorship experience. Also, students participated in activities designed to promote a smooth transition to postsecondary degree programs. For example, all students submitted an application to a postsecondary school and made campus visits. The Public Speaking students held their class on the Franklin College campus during a "Be-A-College-Kid" field trip.

Program Rationale

Prior to the Two Worlds project, Indian Creek's Counseling Program provided a wealth of oral and print information to students and parents, but few hands-on activities. The Two Worlds projects provided a "hands on" counseling and guidance program in which students were active in their learning about colleges and careers.

The program gave all students the opportunity to try a career or college regardless of their qualifications. We believe that some bright students are unsuccessful in high school simply because of the high school environment, and we suspect that these students can be successful in a college setting. Enrollment in a college class during high school gave those students a chance to prove to themselves (and to future college admissions committees) that they could handle college-level work. It was our hope that these students would gain a new sense of self-esteem which would help them to set aspirations in line with their abilities.

The Two Worlds program also allowed students to "try out" a career or college prior to graduation, while remaining in the security and support of their family, community, and high school.

Students and parents must believe the student is capable of success. Many students learn best and develop self-confidence through experiential activities. This confidence encourages students and parents to pursue postsecondary options. For this reason, the college courses were "open access," allowing anyone to try out a college course.

Organizations and Roles Involved

Two Worlds Advisory Team: This team met monthly and consisted of community business and industry representatives, higher education representatives, vocational center representatives, school board members, parents, Indian Creek "career cluster" teachers, and counselors. The group helped design the Two Worlds program, including procedures and curriculum, and provided valuable feedback as the program was implemented.

Transition-to-Work Program Coordinator: This is a part-time position (two class periods) funded by the Nineveh-Hensley-Jackson United School Corporation. Responsibilities included creating documents necessary for the program (criteria, procedures, contracts, training agreements, etc.), developing a curriculum for "soft" career skills and career development, establishing work-site placements, supervising the work-site students, and conducting a weekly seminar for the work-site students. A stipend for curriculum development was provided by the *Meeting the Challenge* grant.

Transition-to-College Program Coordinator: Responsibilities for this position included creating documents necessary for the program, establishing partnerships with one four-year and one technical college, serving as a liaison between the visiting faculty and Indian Creek, and conducting monthly seminars for the students.

Work-Site Mentors: Responsibilities included developing a variety of activities for the student in a logical and sequential format, mentoring the student during his or her placement, and communicating with the transition-to-work program coordinator.

Visiting Faculty: (Franklin College/Ivy Tech State College) Responsibilities included teaching a postsecondary course (in the same manner it is taught on the college campus), evaluation, and communication with the transition-to-college program coordinator.

Engagement of Students and Families

Students were the primary focus of this program and were actively involved in their learning in work-site placements and college courses (see above). They also participated in regular seminars to discuss their experiences. Parents signed a training agreement for program participation. Parents also served on the Two Worlds Advisory Team which met monthly (see above).

Program Impact

The Indian Creek Two Worlds Transition Program had a direct impact on 31 students (approximately one-third of the senior class). We were surprised that all students' career plans were reinforced, with the students deciding to continue in the career path they had originally selected. Although some do not plan to attend a postsecondary school, all students applied to a postsecondary institution.

Students taking the college courses reported an increase in self-esteem as they discovered they were capable of doing college-level work. They also reported learning the work/study ethic required for success in college. A few students had a difficult time initially adjusting to the increased level of independence. Several students were surprised that the instructors allowed the students to daydream in class, not do the reading, etc. This was the first time many of the students had encountered an adult educational system with no interventions designed to intercept students who chose to "fail." All students adjusted to the new expectations with time and passed the courses with grades of C or higher. Many expressed an appreciation for their new work/study ethic prior to their freshman year of college so they can get off to a good start. Students also reported understanding the relationship between what they were learning in high school and their postsecondary goals, especially the need for good communication and writing skills.

The program also had an indirect benefit on the entire student body. Since our school is small, every student in the building was aware of the work-site placements and college courses. The students' experiences were shared informally and formally (a presentation was made to each English class). The messages conveyed were, "Think about your futures; try out your intended career, and you all can complete a postsecondary education."

Essential Change Theme

The main support for this initiative came from the vision and energy of the people and organizations involved, far too many to list here (a list of names and contributions available on request).

Work-site Mentorships: This program is easily sustainable because the procedures, policies, partnerships, and curriculum were established during the pilot year. Nineveh-Hensley-Jackson United School Corporation has agreed to continue covering Matt Hankins' salary for two periods to coordinate the program. Matt will make three changes for the 1996-97 school year. First, an interview will be added to the application process. Second, it will be stressed with employees that a variety of jobs/activities are to be provided for the student. Third, an objective evaluation will be conducted that provides measurable evidence of student change during the mentorship experience.

College Courses: One constraint in continuing the program has been funding for the postsecondary courses. Franklin College has agreed to continue their reduced rate, but without the grant (and including a textbook), expected costs for the course are around $200 per student. A similar amount is expected for the Ivy Tech course. With these course fee amounts, 12 students have registered for the 1996-97 Franklin College Public Speaking course, but only two have registered for the Ivy Tech College Economics course. Another unavoidable constraint occurred as Franklin College needed their Public Speaking professor to cover for a colleague on sabbatical, and, therefore, could not provide an instructor for the 1996-97 Two Worlds Program. Franklin College plans to continue with the Two Worlds Program during the 1997-98 school year.

Appendix

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Resources

The following is a partial list of organizations and individuals who supported our work and continue to engage in efforts to promote programs and projects that enhance education and career options for young people. The list is not exhaustive; many others are doing excellent work in these and related areas. Resources are listed by state.

If you cannot make contact with the person listed, we suggest you explain the information that you desire so that another person can help you. To assist you in locating the appropriate resource, each has been identified by the four organizing domains.

California

Schools • Postsecondary • Work • Families & Communities

Elaine Lee Varga 408-257-4500
Hands Net
Communication Network for Human Services
20195 Stevens Creek Blvd., Suite 120
Cupertino, CA 95014

Schools • Work

Connie Gipson 510-893-2404
California Department of Education
1301 H Street, Suite A
Sacramento, CA 95814

Schools

Phyllis Hart 213-487-3194
Achievement Council
3460 Wilshire Blvd, Suite 420
Los Angeles, CA 90010

Work

NCRVE 800-762-4093
National Center for Research in Vocational Education
Graduate School of Education
University of California at Berkeley
2150 Shattuck Avenue, Suite 1250
Berkeley, CA 94704

Steve Trippe, National Director 415-995-9860
New Wave Workers
785 Market Street, Suite 950
San Francisco, CA 94103

Families & Communities

Marty Makower 510-893-2404
Urban Strategies
672 13th Street
Oakland, CA 94612

Sylvia Yee 415-398-3744
Evelyn and Walter Haas, Jr. Fund
One Lombard Street, Suite 305
San Francisco, CA 94111

Florida

Families & Communities

InfoMedia, Inc. 813-776-2535
P.O. Box 210
Ellerton, FL 34222-0210

*Publication on *Parental Involvement*

Georgia

Postsecondary • Work

J. Eugene Bottoms, Director 404-875-9211
Southern Regional Education Board
592 Tenth Street NW
Atlanta, GA 30318

Illinois

Schools • Postsecondary • Work • Families & Communities

Dr. Faith Paul 847-272-0775
Public Policy Research Consortium
2143 Ash Lane
Northbrook, IL 60062

Indiana

Schools • Postsecondary • Work • Families & Communities

Willis Bright 317-924-5471
Program Director
Lilly Endowment Inc.
P.O. Box 88068
Indianapolis, IN 46208

Xuan Ma 317-924-3657
Resource Center Director
Indiana Youth Institute
3901 North Meridian Street, Suite 200
Indianapolis, IN 46208

Heather Johnston Nicholson 317-634-7546
Faedra Lazar-Weiss
Girls Inc.
National Resource Center
441 West Michigan Street
Indianapolis, IN 46202

Schools

Matt Fleck 317-232-9134
School Counselor Consultant
Office of Student Services
Department of Education
State House, Room 229
Indianapolis, IN 46204

Sue Reynolds, Executive Director 812-378-3959
Indiana School Counselors Association
2634 Chestnut
Columbus, IN 47201
isca@mail.cpbx.net

Postsecondary

Scott Gillie 812-855-8475
Indiana Career & Postsecondary Advancement Center (ICPAC)
2805 East Tenth Street
Bloomington, IN 47408

Philip Seabrook, Director 317-233-2100
Twenty-first Century Scholars Parents Project
ISTA Center
150 West Market Street, Suite 500
Indianapolis, IN 46204

Families & Communities

Barbara Poore 317-823-1481
6953 Copper Mountain Court
Indianapolis, IN 46236

Kentucky

Schools • Families & Communities

Brian Buford 502-852-0052
Southeast Regional Center for Drug-Free Schools and Communities
Spencerian Office Plaza
University of Louisville
Louisville, KY 40292

Schools • Work

Helen Cauthen 502-625-0125
(Kentuckiana Education & Workforce Institute)
Louisville Area Chamber of Commerce
600 West Main Street
Louisville, KY 40202-0010

Maryland

Schools • Families & Communities

Joyce Epstein, Co-Director 410-516-0370
Center on Families, Communities, Schools, and Children's Learning
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218

Schools

Lucretia Coats 410-685-8300
Public Education Fund
800 North Charles Street, Suite 450
Baltimore, MD 21201

Barbara Hacksby 410-515-8800
Success for All
Center for Social Organization of Schools
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218

William Kerewsky 301-596-6433
2000 Century Plaza, Suite 221
10932 Little Patuxent Parkway
Columbia, MD 21044

Massachusetts

Schools • Postsecondary • Work • Families & Communities

Eric Butler 617-292-5100
Bay State Skills Corporation
101 Summer Street, Third Floor
Boston, MA 02110-1203

Terry Grobe 617-736-3770
Center for Human Resources
Brandeis University
P. O. Box 9110
60 Turner Street
Waltham, MA 02254-9110

Dr. Gary Orfield 617-496-4824
Harvard University
Graduate School of Education
Monroe C. Gutman Library
Appian Way
Cambridge, MA 02138

Schools • Work

Nancy Ames, Director 617-969-7100
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

Jamie Coats 617-636-9151
New England Medical Center
"School and Main " Program
750 Washington Street
NEMCH No. 328
Boston, MA 02111

Richard Kazis 617-742-5995
Jobs for the Future
One Bowdoin Square
Boston, MA 02114

Lois Ann Porter 617-736-3774
Private Industry Council
2 Oliver Street, 7th Floor
Boston, MA 02109

Carol Sills Strickland 617-353-3309
Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215

Michigan

Schools • Postsecondary • Work • Families & Communities

Mott Foundation 810-238-5651
1200 Mott Foundation Building
Flint, MI 48502-1851

Families & Communities

Leah Cox Hoopfer 517-355-0265
107 Ag Hall
Michigan State University
East Lansing, MI 48864

Mississippi

Schools • Work • Families & Communities

Kathleen Kirker 610-928-4876
Stone Middle School
532 E. Central Avenue
Wiggins, MS 39577

New Jersey

Schools •Work

New Jersey Department
of Human Services 609-292-7901
School Based Youth Services Program
22 South Warren Street
CN700
Trenton, NJ 08625

New York

Schools • Postsecondary • Work • Families & Communities

Andrew Fisher.. 212-251-9700
DeWitt Wallace-Reader's Digest Fund
Two Park Avenue, 23rd Floor
New York, NY 10016

Alice Halstead 212-679-2482
National Helpers Network
245 Fifth Avenue, Suite 1705
New York, NY 10016-8728

Rob Ivry 212-532-3200
Manpower Demonstration Research Corporation
Three Park Avenue
New York, NY 10016

Hayes Mizell 212-551-9100
Edna McConnell Clark Foundation
250 Park Avenue, Suite 900
New York, NY 10177-0026

Amy Sutnick Plotch 212-689-3700
Girls Incorporated
30 East 33rd Street
New York, NY 10016-5394

North Carolina

Schools • Postsecondary • Work • Families & Communities

David Dodson, Carol Lincoln 919-968-4531
MDC INC.
1717 Legion Road
Chapel Hill, NC 27514

Oregon

Schools • Work

Roosevelt Renaissance 2000 503-280-5138
Roosevelt High School
6941 North Central
Portland, OR 97203

Rhode Island

Schools

Sue Rosenzweig 401-333-5499
15 Hickory Lane
Lincoln, RI 02865

Virginia

Schools • Work

Bonnie Nance Frazier 703-519-8999
Director of Communications
Cities In Schools, Inc.
1199 North Fairfax Street
Alexandria, VA 22314-1436

Schools

American School Counselor Assoc. 800-306-4722
801 North Fairfax Street, Suite 310
Alexandria, VA 22314

Washington, DC

Schools • Postsecondary • Work • Families & Communities

Sam Halperin 202-775-9733
American Youth Policy Forum
1001 Connecticut Avenue NW
Washington, DC 20036

Anne T. Henderson 202-986-0203
Center for Law and Education
1875 Connecticut Avenue NW, Suite 510
Washington, DC 20009

Michelle E. Hynes 202-628-7460
Public Education Fund Network
601 Thirteenth Street NW, Suite 290 North
Washington, DC 20005

Youth Today publication 202-785-0764
American Youth Work Center
1200 17th Street NW, 4th Floor
Washington, DC 20036

Work • Families & Communities

Sherri Wright 202-720-2908
4-H and Youth Development Programs
Extension Service - USDA
AG Box 0904
14th and Independence Avenue
Washington, DC 20250-0904